



Impact | Renton
TK-5 Public Charter School

Application for Charter
February 28th, 2020

Respectfully Submitted By:

Impact Public Schools' Home Office Leadership Team

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- Alex Horowitz - Regional Director of Schools (Puget Sound)

Impact Public Schools' Board of Directors:

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



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NEW CHARTER SCHOOL APPLICATION COVER SHEET

Section A: School Information			
Name of School:	Impact Renton		
School Type (Bold One):	Elementary , Elementary/Middle, Middle, Junior High, Middle/High, High		
Grades Served:	Transitional Kindergarten - 5th grade		
School District:	Renton Public Schools	Neighborhood/Community	Renton
Phone Number:	day (206) 712-7640	evening	(206) 712-7640
Fax Number:	N/A	Email:	jwickens@impactps.org
Website Address:	www.impactps.org		
Street Address:	3438 S. 148th Street, Tukwila WA 98168 (IPS Home Office)		
Sponsoring Entity (Bold One):	Nonprofit Organization , Governmental, College or University		
Open Date:	August 2021	Contracted Education Service Provider (EMO, CMO, Other):	CMO
Calendar Type (Standard or Extended School Year):	Standard	Number of Instructional Days:	182

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



Section C: Attendance Projections												
Grade Level	Year 1		Year 2		Year 3		Year 4		Year 5		At Capacity Year 5	
	Min.	Max	Min.	Max	Min.	Max	Min.	Max	Min.	Max	Min.	Max
TK (Transitional Kindergarten)	72	72	72	72	72	72	72	72	72	72	72	72
K	90	90	90	90	90	90	90	90	90	90	90	90
1	90	90	90	90	90	90	90	90	90	90	90	90
2	0	0	90	90	90	90	90	90	90	90	90	90
3	0	0	0	0	84	84	84	84	84	84	84	84
4	0	0	0	0	0	0	84	84	84	84	84	84
5	0	0	0	0	0	0	0	0	84	84	84	84
6	0	0	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0
Total	252	252	342	342	426	426	510	510	594	594	594	594



Section D: Board Members				
Name	Title on Board	Contact Information (Phone and Email)	Mailing Address	Current Employer
Sara Morris	President	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED]	The Beecher's Foundation
Tatiana Epanchin-Troyan	Secretary	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	Catalyst Public Schools
Micaela Razo		[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED]	QuantumEd
Noah Wepman	Treasurer	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	New Leaders
Patrick Methvin	Finance Committee Chair	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED]	Bill and Melinda Gates Foundation
Todd Meldahl	Facility Committee Chair	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	Amazon
Daniel Zavala		[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	Building Changes

Section E: Start-up Team Members				
Name	Title/Position on Start-up Team	Contact Information (Phone and Email)	Mailing Address	Current Employer
Jen Davis Wickens	CEO	[REDACTED] jwickens@impactps.org	3438 S. 148th Street Tukwila, WA 98168	Impact Public Schools
Kristen McCaw	CFO & COO	(206) 712-7640 kmccaw@impactps.org	3438 S. 148th Street Tukwila, WA 98168	Impact Public Schools
Abby Cedano	CAO	(206) 712-7640 acedano@impactps.org	3438 S. 148th Street Tukwila, WA 98168	Impact Public Schools

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.

GENERAL INFORMATION: EXECUTIVE SUMMARY

1. Community, Neighborhood and Anticipated Student Population

Impact | Renton will open in the 2021-2022 school year with 252 students in Transitional Kindergarten (TK), Kindergarten (K), and First Grade (1). At full capacity, Impact | Renton will serve 594 Transitional Kindergarten through 5th grade students in a facility located in the Benson Hill community of Renton. The location was selected due to a convergence of community-expressed demand, significant unmet student need, suitable facility options and existing relationships with the community.

Impact | Renton anticipates serving a population with great diversity in culture, language, prior educational experiences, home circumstances, learning styles, attitudes toward learning, and future ambitions. The school will serve a population representative of the demographics in the area, with the following characteristics: 60%+ students receiving free or reduced lunch, 10%+ students with IEPs, 17%+ students qualifying as English Language Learners, 60% students qualifying for the Learning Assistance Program (LAP), 5% students qualifying for the Highly Capable Program and 5% students reporting as homeless.

2. Overview of Community Need and Family Demand

Currently, there are no public charter schools serving grades K-5 in Renton. In the 2019-2020 school year, many families have enrolled in and are transporting their students from Renton to attend Impact | Puget Sound Elementary in Tukwila. For over 15 months, IPS has conducted listening tours, led community engagement efforts, hosted school design meetings and prioritized parent outreach in Renton. IPS leadership heard repeatedly that parents are eager for a quality elementary school option with culturally-responsive social emotional learning and academic excellence. Through these conversations, it is clear that there is both demand and need for an elementary public charter school in Renton that is focused on closing the opportunity gap. Impact | Renton recently conducted two community design meetings, gathered letters of support from community leaders, and collected signatures from families who have expressed their support of or interest in enrolling a child.

3. Mission, Vision, Values and Long-Term Goals

The mission of Impact | Renton is to prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders. Impact | Renton graduates will be problem-solvers, innovators, and change agents of tomorrow. Students will live full, connected, and purposeful lives. IPS' diverse group of scholars will solve our future's greatest challenges; together, we will eliminate the opportunity gap in our community. Impact | Renton will offer a rigorous, personalized curriculum within a vibrant school community that balances high expectations with joy.

Impact | Renton is governed by six core values, evident in the school design:

1. **Bold Ambitions:** Self-driven students develop the skills, habits and mindsets to impact communities and invent the future; we support one another in achieving step-by-step excellence along the way.
2. **Brave Solidarity:** Diversity strengthens and enlivens us. Dissatisfied yet optimistic, we bring a lens of equity and inclusion to each decision and each day.
3. **Team WA:** All of WA is our team. We are powerful when we work together, so we build relationships based on empathy and strive together towards outstanding outcomes for all public school students.
4. **Everyone Grows:** We approach each day as an opportunity to learn and grow. We work hard towards our own just-right goals, cheering each other on as we redefine potential.
5. **Play Big:** We celebrate. We wonder. We ask. We make and invent and imagine. We play big.

- 6. Intention:** In the tiny and the huge, we keep the end in mind and reflect on the potential effects of our choices.

Impact | Renton's primary objective and long-term goal is to prepare all students to meet their individual potential and for success in middle/high school and a four-year college. IPS believes statewide assessments aligned to the Common Core State Standards are one important indicator of academic progress, however the IPS definition of success is inclusive of additional assessment indicators. In partnership with leaders in the charter school sector, IPS has developed two additional frameworks to provide a full picture of success as students progress to meet IPS' primary objective.

	Description	Goal
Deeper Learning Rubric	Evaluates competencies that extend beyond basic skills, preparing students to apply knowledge in 21st century jobs and civic life (i.e. critical thinking, problem solving, collaboration, and communication).	Each year, at least 80% of students will show 1+ year of growth on the Deeper Learning Rubric.
IPS Compass	Evaluates habits, skills and mindsets that empower students to be the next generation of equity-driven innovative leaders (i.e. growth mindset; social-emotional skills; Diversity, Equity, and Inclusion (DEI) competencies).	Each year, at least 80% of students will show growth in the IPS Compass.

4. Educational Program

The IPS program has been designed in alignment with Washington Charter Law and the Commission's priorities to close opportunity gaps across the State; to ensure that every student has the opportunity to meet career- and college-ready standards, and to provide a culturally-responsive and inclusive program. Impact | Renton's educational program is based on three essential design elements that have been selected to nurture 21st century skills and habits within a culturally inclusive and responsive learning environment.

The Impact | Renton school model is rooted in the following three Educational Program Terms that will cultivate an educational experience that is rigorous, engaging, and effective:

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

The program is driven by the belief that all students can excel when they are provided with high-quality teachers, programs and resources. Each design element is informed by evidence that supports effectiveness in meeting the needs of the anticipated student population.

5. Organization Structure

Impact | Renton will be supported by the Impact Public Schools' Home Office, which will provide services including back office operations, leadership coaching, data management, student and faculty recruitment, among others. Governance of Impact Public Schools and, subsequently Impact | Renton, will be managed by the Board who provides direction, leadership and control at a high level. The daily management of the school will be led by the Principal, Assistant Principal and the Director of School Operations. The IPS Home Office will support each school leadership position through 1:1 coaching and performance management necessary to ensure academic, organizational and operational effectiveness. School leadership will

manage school-based advisory bodies while the Home Office will manage organization-wide advisory bodies.

Impact | Renton will employ a full-time co-teaching (2.0 FTE) model in each classroom for grades TK-3 and a 1.3 FTE teaching model in each classroom for grades 4-5. In addition to instructional faculty, Impact | Renton will benefit from a school-wide Student Support Coordinator, Special Education Teachers, School Manager and Operations Assistants to ensure comprehensive academic, social-emotional and operational support across all grade levels.

6. Board Experience

IPS Board Members represent a range of knowledge and skills. Diverse representation ensures that the members have the experience required to provide oversight of the school's finance, operations, and administration and ensure educational and operational success. Board diversity ensures the cultural competence that is needed to improve practice to serve all students and families. The diversity of experience of each board member adds capacity in facilities, finance, community connections, and legal expertise. Each member shares a commitment to diversity, equity, and inclusion.

7. Founding Team Experience

Four IPS Home Office Faculty experienced in planting and maturing high-performing schools will support key school leadership positions as the Founding Team of Impact | Renton. The collective team has the capacity and commitment to successfully implement the school design. The founding team's areas of expertise and experience include:

- School Leadership & Administration
- Curriculum, Assessment and Instruction
- PD & Performance Management
- Cultural Competence and Inclusion
- Family & Community Engagement
- Special Populations Services
- Finance and Operations
- Legal and Facility Management

8. Anticipated Revenue Sources

Impact | Renton anticipates revenue from the following sources: federal funding, state apportionment, food service, grants and donations. Philanthropic funding is sourced from nonprofit venture philanthropies, individual donors, family foundations and community crowdfunding, among others.

9. Anticipated Academic, Operational and Financial Success

Robust systems, structures and programs will ensure Impact | Renton's academic, operational and financial success. IPS' success implementing the educational program at Impact | Puget Sound Elementary in Tukwila has allowed for refinement and replication, while solidifying the fervent belief that the IPS model, in partnership with families and communities, can work to close the opportunity gap in Renton.

CATEGORY 1: EDUCATIONAL PLAN AND CAPACITY

Section 1: School Overview

Impact | Renton, the fourth school of the Impact Public Schools (IPS) network, will serve a maximum of 594 Transitional Kindergarten (TK) through 5th grade students in the Renton area. The proposed school will meet an unmet educational need through the provision of a rigorous educational program that offers school-based mentor groups, personalized learning pathways, and project-based learning to culturally and linguistically diverse students. An ambitious, yet attainable, set of goals will hold the school accountable for closing the opportunity gap. IPS chose this community given urgent and unmet student needs. The final name of the school will be co-selected with the community after authorization. IPS believes that involving the community, including prospective families, in this process will continue to build investment and deepen partnerships.

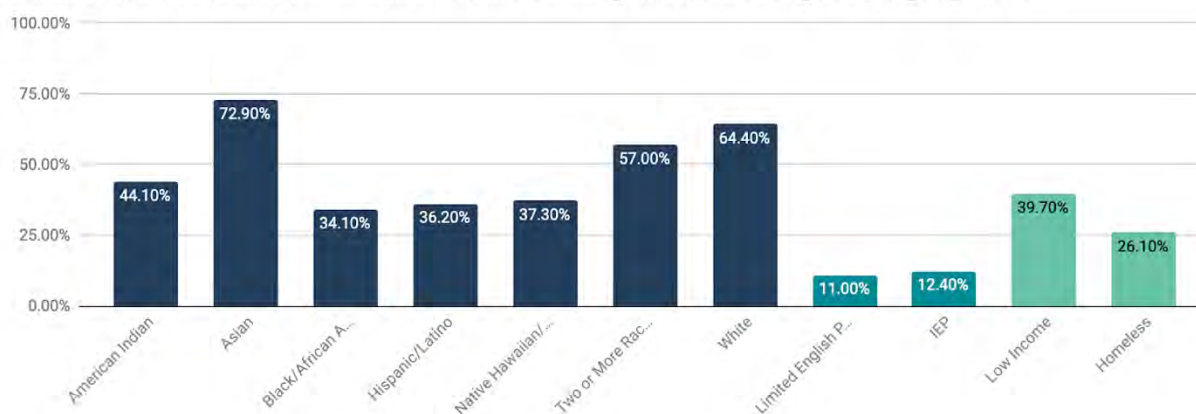
1. Educational Need, Anticipated Student Population, and Challenges

Educational Needs

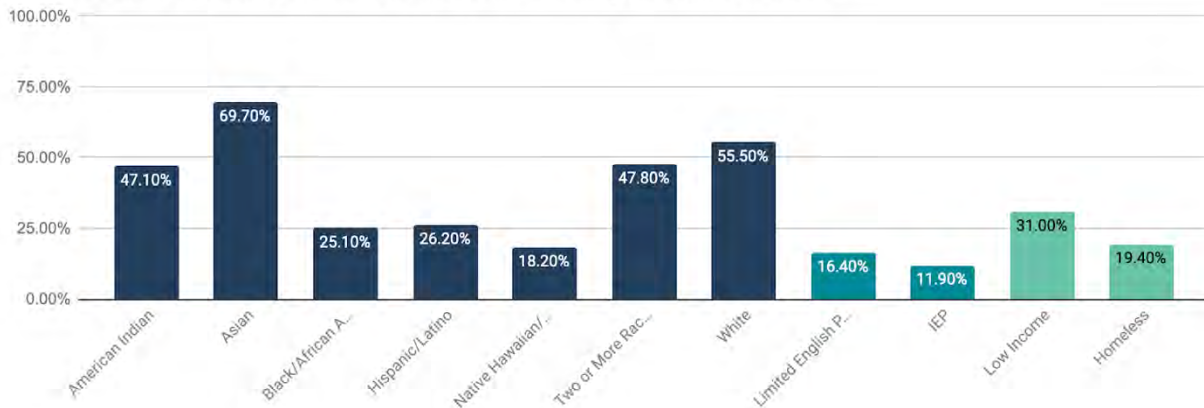
Elementary schools currently serving the target community are failing to prepare all students for long-term success. Current opportunity gaps exist in both reading and math across the Renton School District, particularly for low-income students, homeless students, students of color, English Language Learners and students with Individualized Education Plans (IEPs). The following table provides a snapshot of unequitable outcomes in grade 3 (similar inequities exist across grades 3-5) by racial and programmatic subgroups.

Third Grade Reading and Math Proficiency, 2018-2019 Smarter Balanced Assessment (SBAC)¹

Renton Public Schools | Percent of Students Meeting Standard in English Language Arts

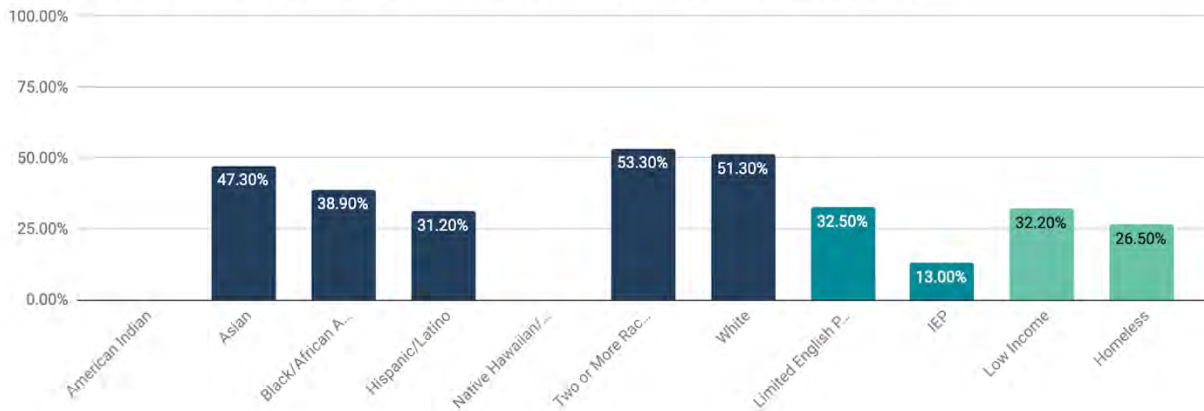


Renton Public Schools | Percent of Students Meeting Standard in Math



In addition, only 43.7% of students in Renton School District are entering Kindergarten ready in all six areas of development and learning, as determined by the WaKIDS assessment. Similar demographic trends are apparent in early childhood, with lower school readiness for students of color, English Language Learners, homeless students, low-income students and students with disabilities.

Renton Public Schools | Percent of Students Showing Kindergarten Readiness



Note: No data is available for Kindergarten readiness for American Indian and Native Hawaiian subgroups due to enrollment of less than 10 students.

Unmet need in Renton is evident through under-enrollment of underserved student groups in college-bound programs, disciplinary disproportionality towards students of color and IDEA students, and disproportionality in retention rates of students of color.²

Anticipated Student Population

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

	FRL	SPED	ELL	LAP	HICAP	HOMELESS
Projected Demographics	60%+	10%+	17%+	60%	5%	5%

Within these demographics, Impact | Renton anticipates enrolling a significant number of students who are “at risk” or struggling and are likely to have one or more of the following: low levels of kindergarten preparedness, low levels of literacy, or lack of solid foundation in math.

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

Grade Levels and Growth Plan

In response to conversations with families in Renton who have urgently expressed desire for public school choice for children across elementary school ages, Impact | Renton seeks to open TK-1 in 2021. Impact Public Schools has chosen to include transitional kindergarten in the school model based on the community need for additional, free early childhood programming that helps students and families navigate the transition from early childhood to elementary school. Current Pre-K programs in Renton are experiencing long waitlists and the demand is exceeding capacity. Impact | Renton will launch with fully enrolled TK-1 cohorts, adding one grade each year until serving grades TK-5. The school reaches full enrollment in Year 5 of operation. Impact believes that Transitional Kindergarten (TK) is permitted within the Charter Law given it is deemed as a “program of K” by OSPI and neighboring districts have added it to their Kindergarten offerings. If TK is not approved for public charter schools, IPS would move forward with a K-5 model similar to what is in place at Impact | PSE. Budget and staffing would be adjusted to the I | PSE model to accommodate 504 students. Though operating Transitional Kindergarten is more expensive for operators, IPS believes that the fervent need for quality TK programming warrants the additional cost.

The smaller size and incremental growth rate of the school allow strong focus on building school culture and ensuring outstanding academic outcomes for all students. Small school size nurtures cultural inclusion, permitting students to build authentic and strong relationships with peers and faculty; small size also permits accommodation of diverse learners with appropriate individualization. Through incremental growth, the school will establish a strong foundation of collaboration among faculty, and hire from among the strongest candidates (including those who demonstrate cultural competence). Impact Public Schools has experienced great success opening with early elementary at Impact | Puget Sound Elementary and believe, based on student data and family feedback, that this growth plan appropriately meets existing community needs and fits the school model.

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
	2021-2022	2022 - 2023	2023-2024	2024-2025	2025-2026
TK	72	72	72	72	72
K	90	90	90	90	90
1	90	90	90	90	90
2	0	90	90	90	90
3	0	0	84	84	84
4	0	0	0	84	84

5	0	0	0	0	84
Total	252	342	426	510	594
Class Configuration	3 sections TK-1	3 sections TK-2	3 sections TK-3	3 sections TK-4	3 sections TK-5

Community Demand

Currently, there are no public charter schools serving grades K-5 in Renton. In the 2019-2020 school year, many families have enrolled in and are transporting their students from Renton to attend Impact | Puget Sound Elementary in Tukwila. The founding team has assessed demand and community needs through additional conversations with parents and through community meetings. Impact | Renton has conducted two community design meetings (January 27th and February 10th, 2020), gathered letters of support from community leaders, and collected signatures from families who have expressed their support of or interest in enrolling a child at Impact | Renton (**Attachment 3**).

Challenges

Renton is a diverse city; with its diversity comes key challenges the school aims to address. These include developing resources in all languages spoken by the target enrollment population; conducting events in locations and languages that allow attendees to feel welcomed and empowered; and learning what is most valued about school in a range of cultural value systems.

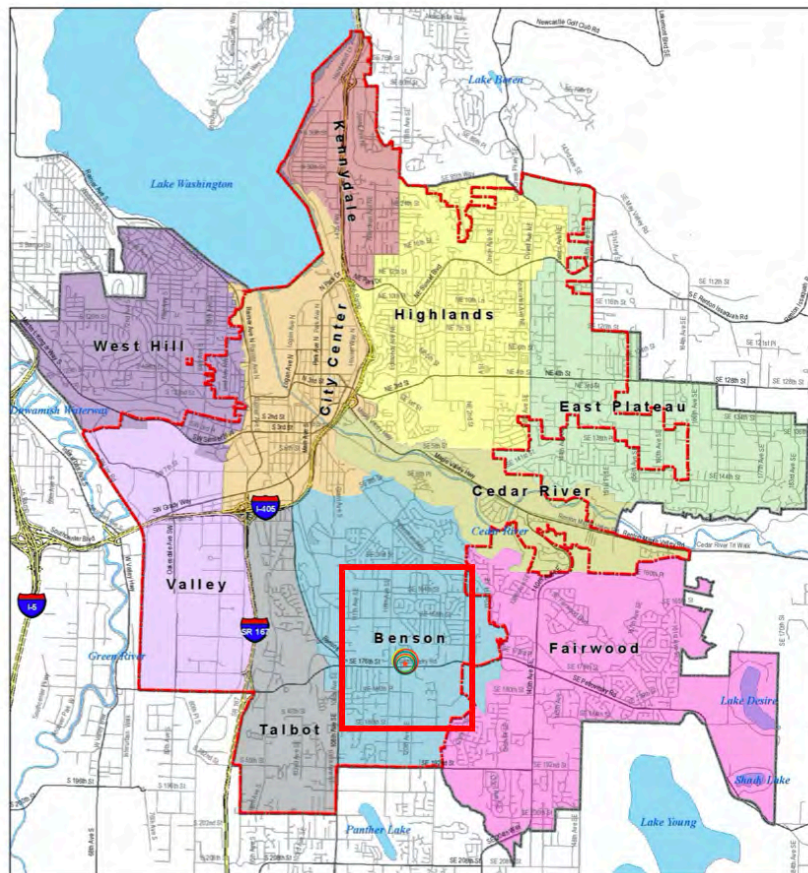
The recent midyear closure of Ashé Preparatory Academy was challenging for families, students and the charter sector at large. We anticipate an ongoing need to build trust with families and partners throughout the school launch process, incorporating their feedback and continuing to engage in meaningful community building. Additional challenges and the strategies Impact | Renton will use to address them are as follows.

Anticipated Challenge	Strategies to Address Challenge
Enrollment	Early outreach led by local Renton Community Outreach Ambassador, starting with conversations and events before authorization (Attachment 3).
Facility	Early due diligence on multiple locations. Partnership with Raza, WCSD, CSGF and others to establish long-term facilities solution (Section 24 – Facilities and Attachment 25 - Facilities Documents).
Financial Sustainability	Fundraise from local and national partners to support start-up costs. Conservative budgeting that prioritizes non-negotiable expenses. Reach full enrollment in Year 5 to hit long-term self-sustaining budget for the school (Section 27 – Financial Plan).
Teacher Pipeline	Grow incrementally to allow for hiring over time. Develop teacher candidates from within. Partner with teacher colleges, Martinez Fellows, Teach For America, and others (both locally and nationally) to build diverse pipelines. Provide competitive compensation (Section 21 – Staffing Plans).
Leadership Capacity	Build succession from within (Section 21 – Staffing Plans).

Political Environment	Garner support for the charter sector from local leaders and politicians. Leverage regional support team and Families for Equitable Schools, supported by IPS Board, to advocate for policies that promote stability in the public charter school sector in WA state. Engage communities in charter school awareness. Foster relationships with other schools, Washington State Charter Schools Commission, and WA advocacy organizations (<i>Section 19, Attachments 3 and 18</i>).
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2. Geographic Location

Impact | Renton will be located in the Benson Hill neighborhood of Renton due to a convergence of community-expressed demand, significant unmet student need, and existing relationships with the community. We anticipate that students from across many Renton neighborhoods, including students who live in Bryn Mawr-Skyway and Kent, will seek enrollment at Impact | Renton. See the following map for Impact | Renton’s target location.



Base map provided by the City of Renton’s Community & Economic Development Department (2019)³

3. Plan, Mission, Vision, Objectives & Goals

As stated above, Impact | Renton will serve 594 TK-5 students in the Renton area. The location and target communities were specifically selected to meet the SB6194 priority to serve “at-risk” students. In addition, the program has been designed in alignment with Washington Charter Law and the Commission’s priorities to close opportunity gaps across the State; to ensure that every student has the opportunity to meet career- and college-ready standards, and to provide a culturally-responsive and inclusive program.

Mission

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

Vision

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

Objectives and Goals

Impact | Renton's primary objective and long-term goal is to prepare all students to meet their individual potential and for success in middle/high school and a four-year college. IPS believes statewide assessments aligned to the Common Core State Standards are one important indicator of academic progress. For specific targets on WA state assessments, see **Section 23 – Performance Framework**.

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

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

4. Request for Additional Year

Impact | Renton seeks to open in Fall 2021. No additional planning year is being requested.

Section 2: Family and Community Engagement

1. Assessment of Family and Community Demand

IPS selected Renton to satisfy parent demand and meet a need for additional high-quality school options in the South Puget Sound region. Many parents expressed dissatisfaction with the education their elementary grade students are receiving as well as their limited choices. IPS' flagship site, Impact | PSE, received 309 applications for 160 seats available for SY2019-2020 and has multiple families commuting from Renton to Tukwila to enroll at an IPS school. Waitlist families continue to reach out to the school inquiring about other elementary options in their communities.

IPS has conducted a two-phase approach to assessing family and community demand in Renton. The first phase (October 2018 - February 2019) occurred during the application process for Impact | Salish Sea Elementary, during which Renton was considered as a possible location for IPS' second school. This phase included Listening Tours in Renton hosted at the Renton Library, as well as meeting with school district officials, prospective parents and local partners to gather qualitative feedback. Through these conversations, it was clear that there is demand for an elementary public charter school in Renton that is focused on culturally-responsive social emotional learning and closing the opportunity gap, as well as a network that was willing to build a collaborative relationships with Renton Public Schools.

The second phase (December 2019 - present) of assessing community demand has occurred through grassroots community outreach, led by a Renton-raised Community Outreach Ambassador with deep ties to the community. During this phase, IPS has forged new connections with childcare providers, school district leaders, community organizations, faith-based organizations and prospective families to inform them of the IPS model and involve them in the design of Impact | Renton (see **Part 3** of this narrative for more information on design involvement). Based on these new connections, IPS has determined that there is great demand for quality TK-5 programs in Renton, with multiple daycare providers reporting long waitlists and limited capacities to serve the existing need in the community (see **Attachment 3** for letters of support detailing their feedback and signatures for the establishment of Impact | Renton).

2. Adequate and Diverse Stakeholder Support

Through the grassroots community outreach efforts detailed above, IPS has determined that there is adequate and diverse stakeholder support in the establishment of Impact | Renton. **Attachment 3** contains artifacts, including letters and signatures of support, from the following community members and organizations:

- Renton-based IPS Parents and Education Advocates
- Interested and Prospective Parents (see Signature pages in **Attachment 3**)
- Renton Charter School Leaders
- IPS Funders
- Renton Community Organizations

Families who are interested in enrolling their child in the proposed school have expressed said interest through attending Community Design Sessions (detailed in **Part 3** below) and signing the petition for establishment (in **Attachment 3**). Based on the diverse representation of supporters, including interested parents, IPS has determined that there is adequate and significant support for Impact | Renton.

3. Role of Family and Community Members

Community Design events and ongoing conversations nurture an authentic sense of belonging and inclusion, helping us connect goals and objectives with individuals whose validated voice encourages

morale to soar. One-on-one and among a group of families gathering in homes, libraries, and religious places of worship, we've shared and listened. This proposal is in direct response to their feedback. Prospective families and community members have already begun participation in the design and contextualization of the IPS model for Impact | Renton through participation in Community Design Sessions. The IPS CEO (Jen D. Wickens) and Lead Renton Community Outreach Ambassador led two Community Design sessions on January 27 and February 10, 2020 at the Renton Community Center (see a copy of the advertising flyers and session deck in **Attachment 3**). During this presentation, community members and prospective parents learned about the IPS model and provided feedback in key areas, including:

1. If you could change one thing about elementary schools, as they are now or from your experience, what would you change?
2. What excites you about the model?
3. What resonates from a parent or community member perspective?
4. What questions do you have about the IPS model?
5. What barriers do you find to be most common for families in your community?
6. What does an ideal family-school collaboration model look/feel/sound like?
7. What community organizations do you view as valuable resources for families and students?

Participants in these sessions provided varied perspectives, including faith-based organization leaders, prospective parents and community members. Key pieces of feedback were gathered from personal and professional stories, including:

- Participants felt there was a lack of diversity in their elementary school culture and climate.
- There was no individualized learning or little help from teachers or parents when struggling in particular subject areas.
- As students, participants picked up on palpable stress from their teachers and a lack of discernment about differing skills in their students.
- Parents of students with IEPs noted a lack of paraprofessional or additional instructional support in classrooms where it was needed

The key IPS program elements that participants resonated with, despite having different personal and professional experiences, was the individualized learning pathways with opportunities to tap into different student interest and passions. Participants reported that the educational program, climate and culture indicated that students are able to express and celebrate themselves through a focus on SEL skills, as well as a focus on diversity, equity and inclusion.

Common barriers reported regarding traditional public schools was the limited capacity to support students, including an inflexible school schedule to accommodate individual needs.

Responses to these questions will be used to contextualize the Impact | Renton culture, climate, curriculum and continued outreach efforts.

4. Inclusive Family Engagement

At IPS, parents are critical partners, supporting their child's development through engagement in project-based learning on a personalized pathway. Six-to-eight parental workshops will be offered with topics informed by parent need. Weekly school bulletins, monthly newsletters (translation provided), as well as email and phone, will facilitate ongoing communication that highlights both strengths and challenges.

Scheduled meetings provide parents with formal opportunities to meet with faculty including one home visit (pre-opening) by the student's mentor and student-led family conferences.

5. Building Family-School Partnerships

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

- Participation in the development of their child's personalized learning pathway.
- Attendance at Showcases (celebrating culture and language), social functions, performances, art exhibits, special events.
- Volunteering across Renton. Example: Volunteering at local food banks and MLK Jr March.
- Involvement in the Village Action Committee, School Advisory Council and Families for Equitable Schools (see **Section 17** for details on each of these)
- Participation in classroom-based activities such as field trips and culminating Rites of Passage.
- Participation in parent programs: Math Workshops, Literacy Nights, Open Houses, Parenting Skills, and Learning at Home.
- Completion of annual satisfaction surveys.

While all faculty and Board Members engage with families on a routine basis, the CEO, principal, and Community Outreach Ambassadors play a key leadership role in engaging families and community members to help support the needs of its students. Additional details regarding family-school partnerships can be found in **Section 4** under **Part 3: Maintaining Recurrent Student Enrollment**.

6. Community Resources

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

Renton Youth and Family Services provides counseling services, youth mentoring, home-visiting program for first-time parents ages 24 or younger, and support groups for caregivers.

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

Impact | Renton is exploring relationships with the following organizations who demonstrate mission alignment:

- **Somali Youth and Family Club** provides housing, education, advocacy and community engagement services to Somali and other under-served communities in and around Renton
- **Family First Community Center** will open in 2020 near the target location offering free health and fitness services, athletic programs, STEM and ESL classes, arts and music with intention to partner with school in the Renton community
- **Urban Family Center** operates a Kids Next Door after school program in apartment complexes in the target location.

Leveraging resources, partnering with community-based organizations, and cultivating parent support will bring true meaning to the expression, "It takes a village." IPS will continue to engage diverse stakeholders, collect feedback, and share updates throughout the authorization process.

Section 3: School Culture and Climate

1. School Culture

The IPS culture is research- and experience-based, rooted in the knowledge that a leading contributor to outstanding academic achievement in school is a focused, positive school culture with high expectations for every student;⁴ “students’ achievement and character are shaped by the culture around them.”⁵ Impact | Renton’s culture will be driven by the IPS mission: to prepare a diverse student population to impact communities as equity-driven, innovative leaders. IPS’s mission and values are evident in artifacts throughout the school environment, as well as in the routines, words, and actions of faculty and students. Every community member of IPS is expected to be a positive steward of IPS school culture. The IPS values animate the school mission, inspire actions, exude diversity, equity and inclusion, and inform decision-making. They are:

1. **Bold Ambitions**
2. **Brave Solidarity**
3. **Team WA**
4. **Everyone Grows**
5. **Play Big**
6. **Intention**

By living these values in a thoughtfully-crafted school culture, IPS students will become the visionaries of Washington state’s social-emotional renaissance, driving equitable and widespread SEL practices in schools, organizations and communities state-wide. Impact | Renton’s culture will be rooted in strong SEL practices including Circle, a protocol that creates a safe space for participants to build 21st century skills necessary for affecting change in a complex world. Drawing on diverse knowledge and experiences, Circles generate connections that supersede conventional thinking. Oftentimes, social-emotional learning is an afterthought or a concept that is superficially implemented and practiced only in isolation. Rarely is SEL thoughtfully woven into a model with the intention of creating transformational social-emotional leaders at the completion of a school program, which can create a culture of indifference to the development of 21st century skills necessary for our students to navigate the world as changemakers. IPS is challenging this by pulling SEL out of isolation and making it a key graduation requirement (see **Attachment 7** for all graduation requirements), creating space and support for our students to influence others through their SEL work.

Due to systemic cultural and social inequities, male students of color are often not given the opportunity at home or school to be emotional due to social norms and damaging rhetoric about masculinity, vulnerability and strength. We are flipping the traditional authority structure of adults leading children and building a pathway to empower our students to become emotional leaders that change the societal view of what is considered “acceptable” emotional processing. Through including families in SEL work and supporting their participation in the Circle model, we aim to flip the power switch for our students and enable them to become liberated activists through leading their own and others’ emotional growth. We address this problem head-on through supporting SEL work with a connected, liberated curriculum to equip students with the tools to lead with strong emotional intelligence for themselves and others starting as early as Transitional Kindergarten.

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

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

All students, including students receiving special education services, ELL students, and “at-risk” students, benefit from the IPS culture of high expectations, personalized learning, prioritized SEL practices and individualized support. Teachers know their learners; curriculum is relevant to their lives; and the classroom environment promotes differentiation (see **Section 5 – Program Overview**). Specific strategies that ensure IPS culture effectively serves students with diverse needs include:

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

2. Student Involvement in Creating School Culture

Impact students are the primary drivers of school culture and climate. In partnership with Transforming Education (see **Attachment 3** for a letter of support from this organization), IPS administers culture and climate surveys to students in conjunction with SELWeb, a web-based system that assesses key social-emotional skills. The culture and climate surveys are designed to give valuable insights on the student experience to ensure IPS makes strategic decisions in the development of the school model and ongoing refinement of school culture.

In addition to the insights provided by the culture and climate surveys, students are actively engaged in building school culture through their participation in mentor groups, particularly through Circle work. Mentor groups are strategically structured to have a smaller number of students, allowing teachers to deeply understand the individual needs of students and facilitate rich, culture-building activities. IPS's climate and culture is entrenched in the interconnectedness of a liberated academic and SEL program, built intentionally to release responsibility over time to empower students to become change agents. IPS' SEL model is aligned with a community project-based learning workshop that builds change-making leadership skills through connecting in-school learning opportunities to tangible community impact. Students begin as participants, building individual strengths with a community-focused perspective. As students progress through the program, skills shift to a leadership focus. Students in 4th grade begin training to lead portions of Circle for younger students, building peer leadership skills and emotional intelligence. When students are promoted to 5th grade, they enter a leadership program to learn how to teach and lead the Circle protocol for adults in the school, community and Washington state. Students become teachers, offering quarterly Circle training for educators. Leading Circle is a graduation requirement and is celebrated in the Rites of Passage at the end of 5th grade (see **Attachment 7**).

3. Creating and Implementing School Culture

To make the mission and values come to life in the daily culture of the school, Impact | Renton will use the following systems and strategies to create the desired school culture, beginning with student enrollment prior to the first day of school and continuing throughout their experience as Impact scholars. School climate, particularly at the elementary level, is also heavily influenced by family participation in

upholding the values and cultural elements. The following chart includes how leaders, teachers and faculty help create the same school culture experience for families.

Who?	What? How?
Students	<ul style="list-style-type: none"> • Home visit: Mentor will make a home visit to each newly-enrolled family the summer before school starts. The family is welcomed to the Impact community in a joyful manner. Students and mentors establish relationships with dialogue that nurtures bonding and introduces the school's mission and values. • Impact Institute: New students attend an orientation before the first day of regular instruction. Institute is led by school leadership, parent volunteers, and eventually students. Lessons focus on mission, values, and expectations, and emphasizes community building. • First two weeks of school: Morning Circle extends Impact Institute. • Culture & Climate Surveys: Obtain student insights on school culture to inform strategic decision-making and school priorities
Families	<ul style="list-style-type: none"> • Recruitment events: IPS works to make all parents feel welcomed and inspired as members of the Impact community. Recruiting sessions include current students and families who tell the story of IPS culture. • Home visit: See above. Opportunities for parents to participate at school are introduced at this meeting, including volunteering, attending Showcases and Rites of Passage. • Impact Institute for families: Parents attend a one-night Institute during which they are immersed in the IPS mission, core values, expectations, and rituals of the school. • First two weeks of school: Parents are encouraged to attend Circle to participate in IPS culture, expectations, and core values. Parents attend Fall Mentor Dinners. Volunteers assist with attendance, lunch, greeting, etc. • Family Feedback Opportunities: Family-focused surveys administered to gain insights on school culture from a parent/guardian perspective and to inform strategic decision-making, coupled with student survey results. Advisory Bodies (i.e. Village Action Committee) regularly provide feedback opportunities and "take the temperature" on school climate.

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

Badge System:
<p>Students earn IPS Badges by completing various cognitive and non-cognitive challenges, or for demonstrating Core Values and Compass Habits. The badge system is based on research that "students must derive some sense of personal reward from specific tasks before they can be expected to generate any significant motivation to carry out the task."⁶ Students receive badges to be sewn onto their backpacks or stuck on their laptops. Badges are presented at school ceremonies to celebrate community members' accomplishments. The Badge system will be tracked in the Data Dashboard, informing progress reports, transparent to families, and part of each student's digital portfolio detailing their growth.</p>

Mentor Time - Morning Circle:

Students participate in a daily Morning Circle routine in their mentor group, setting a vibrant, joyful tone for the day. Morning Circle remains a hub for monitoring, reinforcing, celebrating, and discussing culture throughout the year. Students spend time checking on goals, creating daily schedules for Math and Literacy Studio, and having reflective conversations with peers. Mentor Time includes a weekly extended group SEL exercise in which students share and celebrate evidence of social-emotional progress.

Friday Impact Circle:

Every Friday, students participate in Circle, a sacred ritual in the IPS culture rooted in indigenous practice and mental health therapy. Students practice mindfulness protocols, present SEL badgework, participate in Relationship Work, share resonance with one another, celebrate milestones and enshrine school values. Circle includes highly-structured routines for how to celebrate, shout-out, apologize, listen, and show kindness for all community members. This practice is rooted in the Valor Collegiate SEL model. IPS is a Valor partner organization and has built a complementary elementary curriculum.

Value of the Month:

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

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

4. Enculturating Mid-Year Students

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

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

5-6. Typical School Day: Student and Teacher

The following table describes a typical instructional day for a Kindergarten teacher and a student at Impact | Renton during the 2021-2022 school year (first year of operation).

Time of Day	Student Activity: Aracely, Kindergarten Scholar	Teacher Activity: Ms. Pacheco, Kindergarten Lead Teacher
Before school	Arrive at school; greeted by school admin with a smile, a hug/handshake and encouragement for a great day. Greeted at classroom door by teacher with another warm welcome. ⁷	Faculty huddle led by admin to focus on collective mission, name commitments, and get excited to lead a day of rigorous learning.
Breakfast	Eats breakfast and completed leveled morning work. Teacher checks in on reading goal with scholar.	Lead Teacher ensures scholars have a peaceful start and checks in with students on goals or provides extra support.
Mentor Time	Participates in Circle protocol with mentor group. Serenity shares a piece of badge work. Other scholars stand in the circle with her and resonate with the work she shared. The circle ends in appreciations and Serenity appreciates a scholar for helping her understand yesterday's math game. They hug and Circle ends in a whole group closing.	Teacher facilitates Circle protocol, ensuring that every scholar shares how they are doing. She met with students sharing badge work earlier in the week. The teacher facilitates each step of Circle and group closing.
Literacy Studio <i>(Each student has a personalized schedule based on data and preferences. Serenity's experience represents one example.)</i>	<p>Serenity participates in whole class alphabet song, sound work and lesson. She works with a teacher in a small group to practice skills that were identified as growth areas from the previous assessment.</p> <p>Serenity transitions to guided reading to read at her instructional level in a small group. She refers to reading goal and practices applying it to the book. She switches groups and works independently on Lexia, an adaptive reading software that targets skills in key areas.</p> <p>Serenity and her class rejoin Ms. Baumer and participate in a read aloud, practicing comprehension with a class discussion of the book's main idea.</p>	<p>Leads whole class and small group instruction based on student data from most recent phonics assessment and conducts informal observations.</p> <p>Teaches two guided reading small groups, collecting observational data. She ensures students working independently are prepared to use Lexia. She reviews individual reading goals with students at the start of her first group.</p> <p>Observational data helps inform instruction for the following day. It is used to provide targeted instruction and informs individual goal setting.</p> <p>Leads whole class read aloud modeling expression, a love of reading, and comprehension skills. Facilitates a student-led conversation around the main idea of the book.¹⁰</p>

Recess	Serenity plays soccer at recess and wins the line leader crown on the way inside.	Prepares for math instruction.
Snack and Calm	Serenity eats snack shared with the class and practices finding her “True North” in preparation for math.	Ensures every scholar has a snack and facilitates a breathing exercise to refocus students for math instruction.
Math Workshop	<p>Serenity participates in the whole class lesson and leads her group in the dice game as they work to practice number bonds. She supports a peer next to her struggling with this concept.</p> <p>During problem solving, Serenity chooses to act out the problem of the day to share her understanding of the problem. She works with manipulatives to solve and records her thought process. During discourse, she hears a classmate share a new strategy that she looks forward to trying the next day.</p> <p>Serenity works on Dreambox, an adaptive math software program that builds her conceptual understanding of math.</p>	<p>Teaches Kindergarten mini-lesson on number bonds and ensures scholars are set up to practice using manipulatives.⁹</p> <p>Facilitates student understanding of the word problem during problem solving and checks in with students during work time, asking probing questions. Ms. Baumer strategically selects three students to share during discourse. She records each scholar’s thinking and problem solving strategies, facilitating a whole class discussion of each approach.</p> <p>Works with a small group who did not demonstrate proficiency on the previous day’s exit ticket to address misconceptions.</p>
Lunch	Enjoys lunch and conversation with peers at her table. Sweeps her area as a “lead cleaner” of the week.	Ensures all scholars are provided with lunch, then shares conversation questions for students to discuss with peers in their “restaurant voice.”
Recess	Serenity chooses to free play with friends at recess.	Takes her lunch with grade level Lead Teachers to discuss upcoming Big Heart Day celebration.
Enrichment	<p>Attends mini-lesson on the life cycle of a plant where the teacher uses a GLAD pictorial input chart.¹³</p> <p>Completes small group investigation to name and describe the parts of a plant observing live plant specimens.¹²</p>	<p>Planning period: Reviews student work from writer’s workshop to plan conferring teaching points.¹¹</p> <p>Creates lesson plans for upcoming guided reading lessons.</p>

Workshop	<p>Participates in a whole class read aloud, exploring student lunches around the world.</p> <p>Pairs with another scholar to critique writing products describing the process of milk from grass to glass.⁸</p>	<p>Facilitates class discussion of how farm to table results in different lunch experiences for students around the world.</p> <p>Confers with individual students, providing feedback on written products as students prepare to revise and publish their work.</p>
Closing	<p>Serenity shares her favorite learning from the day in her closing circle.</p> <p>She prepares her homework and says goodbye to friends.</p>	<p>Facilitates closing circle to celebrate the highlights of the student learnings from the day and gather as a classroom community before the end of the day.</p>

7. Identifying Disengaged and “At-Risk” Students

Students at the elementary level are not typically considered immediate risks for “dropping out” given that they are dependent on families for continued enrollment, however research shows that “dropping out of school is a cumulative process that begins in primary grades, not a single event.”¹⁴ There are several indicators that help Impact | Renton identify families that are disengaged or displaying signs of unenrolling their student:

- **Student Attendance:** Increased student absence rates, particularly unexcused absences
- **Lack of Communication:** Despite school outreach, the family is increasingly less responsive or difficult to get a hold of
- **Change in Academic or SEL Performance:** A marked, sudden decrease in academic and/or behavioral performance may indicate changes at home that could lead to withdrawal or continued disengagement

These indicators are tracked and monitored in the Skyward system, allowing mentors, teachers and school administrators to identify trends and intervene to support reengagement of families. Students who are also receiving formalized intervention services are tracked through the IPS RtI/MTSS protocol, adding an additional layer of data to help identify possible disengagement. The following systems and structures are set up to support families and students to reengage in the school culture:

- **Inclusive SEL Structures:** As described previously, families are encouraged to engage in the IPS culture through participation in Circles, Impact Institute and family-based Advisory Bodies that accommodate varied schedules.
- **Programmatic Characteristics:** According to Hanover Research, the most important characteristics of elementary school-based dropout prevention address marginalized students through a program that is “continuous, comprehensive and personalized.”¹⁴ The IPS program inherently possesses these characteristics through personalized learning with community-rooted curriculum and supportive mentors.
- **Mentor Relationships:** A dedicated faculty member with deep knowledge of student and family need provides a touchpoint for navigating challenges to reengage in the school culture.
- **Wraparound Services:** A comprehensive partnership portfolio to provide various services (i.e. before/after school care, counseling, emergency services) that may remove barriers.

Section 4: Student Recruitment, Enrollment and Retention

1. Marketing and Student Recruitment Plan

Purposeful community engagement and recruitment efforts have been and will be made to ensure full enrollment on opening day with a heterogeneous student body (see **Sections 1** and **10**). Recruitment is tailored to the needs of the community and IPS' core values. IPS will enroll a diverse student population in terms of race, ethnicity, national origin, gender, socioeconomic status, language preference, special education needs, sexual orientation, or level of preparation. Recruitment materials include a statement of the mission, a description of the proposed program, and an explicit reference to IPS' commitment to serve all students in a culturally inclusive environment. Materials and Community Outreach Ambassadors will be provided in language(s) predominant in the community and actively dispersed throughout the community. Recruitment strategies, led by Community Outreach Ambassadors, School Principal, Manager of Community Engagement and School Design and the CEO, include:

Strategy	Details
Listening Tours	Open forums during the application and authorization process for families to openly discuss their need for and desires from a school.
Community Design Sessions	An invitation to attend public sessions at local community centers to learn about the Impact model, provide feedback to contextualize the model to the school community and meet other interested parents and supporters.
Community Events	Information Nights at various locations – faith-based organizations, schools, local parks, libraries, and community centers. Sessions held at different times of the day and week to accommodate parents' schedules. Provision of childcare, dinner, family activities and other supports ease the burden on at-risk families and ensure equitable access.
Door-to-Door Canvassing and Home Visits	Sharing information with families in their homes while building interest and cultivating relationships. Home visits demonstrate a commitment to personalized care for every Impact Renton student and family.
Targeted Marketing	<ul style="list-style-type: none">• Direct Mail to target addresses, inclusive of those without computers.• Event listings and media releases in local newspapers; public service announcements; air and radio space on local channels.• Email newsletters• Flyers and doorhangers distributed/posted throughout the community.• Website, Facebook and other social media to provide information and to post ongoing updates.
Adaptive Marketing	As applications are processed in the Fall of 2020, results of a weekly demographic analysis (by ethnicity and ZIP code) will inform modifications to marketing strategies to increase diversity.

Additionally, to demonstrate the value of cultural inclusivity, the IPS faculty does and will demonstrate diversity in race, gender, and socio-economic status. IPS continues to develop strong partnerships with local community organizations, mental health service providers and youth organizations, including (but

not limited to) Childhaven, Creative Kids Preschool, Highlands Preschool, Childtime of Renton, Somali Youth & Family Club, Congolese Integration Network, Heritage Grove Apartments and Renton Area Youth and Family Services to deepen the understanding of the community and provide information for, and to, diverse student populations.

Finally, to recruit a diverse cohort of students, the IPS team and Board will strengthen community relationships, attending community events and performances to share the IPS mission, and purposefully reach out to organizations that serve families in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure.

The Enrollment Policy (**Attachment 4**) details the specifics of the enrollment plans for the first class of Impact | Renton students, including a timeline and processes that will allow for broad-based recruiting and a student application process that conveys a commitment to serving all students. Each year, IPS will review its racial and ethnic balance and its policies to determine which are the most effective in enrolling and retaining a diverse student population.

2. Outreach to At-Risk Students

The strategies listed above are intended to recruit at-risk students as a part of a comprehensive outreach plan. Each strategy is intended to accommodate varying levels of access, literacy, transportation and family circumstances through removing common barriers. IPS will ensure that these strategies are implemented with particular care to include low-income housing complexes, wraparound family service centers and other organizations that serve at-risk students and their families. IPS will comply with all Washington requirements regarding legal, fair, and equitable treatment of all families interested in applying to IPS in accordance with RCW 28A.710.050.

Attachment 4 outlines specific community communication strategies, as well as outreach to specific low-income housing complexes, area daycares and local schools that will ensure at-risk students and their families are recruited fairly, with accommodations for any anticipated barriers to participation.

3. Maintaining Recurrent Enrollment

Maintaining student enrollment is a key priority for IPS and is a metric used to measure family satisfaction, student engagement and overall school performance. IPS schools are required to report annual recurrent enrollment percentages to Charter School Growth Fund, as well as other major funders and stakeholders. Between the 2018-2019 and 2019-2020 school year, Impact | Puget Sound Elementary maintained a 93% recurrent enrollment rate. Enrollment at the end of the school year, including the number of students who have reported a transfer for the following year, are used to inform how many open seats exist for the next fall.

Impact | Renton will employ the same strategies to ensure that a high level of recurrent enrollment is maintained year over year. These strategies¹⁵ are built into the IPS model and include:

- 1. Opportunities for Connection & Feedback:** Monthly Coffee with the Principal sessions allow families to engage with school leadership in a low-pressure setting to provide feedback, ask questions and build relationships. Annual family surveys measure important data points for student retention, including feelings of welcomeness, student support and family involvement. Mentor Dinners facilitate bonding with students' mentors and family members, with childcare and food provided to ensure that as many families as possible can attend with focus on deepening relationships with faculty members.

2. **Family Engagement Structures:** The Village Action Committee (VAC), School Advisory Council (SAC) and Families for Equitable Schools (FES) provide formal engagement opportunities for families to make an impact on the execution of the IPS model and on greater advocacy efforts in Washington State (see **Section 17**). Providing structures to empower families to become advocates for their students' education increases engagement and retention of the student population.
3. **Clear Communication Protocols:** Regular, reliable communication in multiple formats with translation available ensures that families are provided with the information necessary for them to be active participants in their students' school experience.
4. **Removal of Common Barriers:** Providing transportation, connections to before- and after-school providers, family wraparound support services, childcare and food during events and flexible scheduling ensures that families are valued and the most common barriers are removed for them to engage openly and continue enrollment year over year.
5. **Culturally Competent Curriculum:** Contextualizing the project-based curriculum to reflect the surrounding community makes the curriculum relevant and relatable for all families, with opportunities for students to build on community knowledge year over year. A student learning management system provides a comprehensive dashboard to track and communicate student progress on multiple measures, focusing on strengths-based and whole-child fundamentals.

Section 5: Program Overview

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

The Impact | Renton school model is rooted in the following three Educational Program Terms:

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

1. School-Based Mentor Groups

School-based Mentor Groups are the foundational design element of the school. Research suggests providing academically at-risk students with support through relationships is critical to long-term success.¹⁶ Mentors play a valuable role in helping students monitor their progress while reinforcing school values. Inclusion of the families in the mentor program helps bring diverse cultural perspectives and languages into the classroom.

Mentor Groups at IPS

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

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

Research Base for Mentor Groups

The benefits of high-quality, advisory-style programs include increased academic achievement, attendance, student engagement, self-confidence and agency, as well as reduced dropout rates.¹⁷ In addition, research suggests that strong mentor relationships result in altered long-term outcomes for students. Research by the National Mentoring Partnership suggests that young adults who were at risk but who had a mentor are 55% more likely to enroll in college, and 130% more likely to hold leadership positions.¹⁸

Observable Criteria: All students participate in five Mentor Group sessions each week. Mentor Group attendance is recorded in the IPS Student Information System (SIS) and available for review. Development of SEL skills will be measured through SELWeb, the Compass tool and applicable formal and informal skill assessments (i.e. WaKIDS for students who have transitioned from IPS TK to K).

Equity, Agency and Cultural-Responsiveness: Mentor Groups are inherently structured to build student independence and agency over time through development of key SEL and diversity, equity and inclusion

skills (see **Section 3** for additional details). Mentors actively integrate students' home cultures into the group through the Circle protocol, particularly through student sharing and resonations. Mentor groups facilitate culturally-responsive relationships that release responsibility over time to students, developing them from active participants in younger grades, to engaged citizens and, ultimately, liberated activists who act with agency. At the core of the IPS Mentor Group and entire SEL structure is the need to address systemic cultural and social inequities for historically marginalized students, building agency in our students to become equity-driven leaders.

2. Personalized Learning Pathways

At IPS, personalized learning means giving students what they need, in a way that motivates them, when they need it. Students take ownership over learning, and their daily experience adjusts dynamically according to their skills, curiosity, and standards-based goals. With support from teachers as mentors, students' cultural assets are capitalized, placing them on a pathway that maximizes their opportunities to gain proficiency.¹⁹

Personalized Learning at IPS

At IPS, personalized learning occurs primarily during the Math and Literacy Studio when students complete a combination of rigorous self-directed and teacher-directed learning in small groups:

Self-Directed Learning

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

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

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

Research Base for Personalized Learning

Personalization is a student-driven approach aimed to address opportunity gaps. It is grounded in the belief that all students excel academically when their individual abilities, culture, language, and experiences are valued and used to facilitate learning and development. At Impact | Renton, personalization ensures that all children, including highly capable, students with IEPs or 504 plans, English Language Learner (ELL) students, and children significantly behind, work at their instructional level and make accelerated academic progress. Research by RAND shows that "...compared to peers, students in schools using personalized learning practices are making greater progress over the course of two school years, and that those students who started out behind are catching up to perform at or above national averages."²⁰ The IPS approach to personalization builds on design elements from this study, including data-driven decision making, individual goal-setting with students based on data, student decision-making about learning pace and path, and a flexible approach to space and time in response to student needs.

Leaders in personalized learning nationwide are demonstrating that personalized learning is rigorous, engaging, and effective for similar student populations. At Summit Public Schools, where nearly half of students qualify for free or reduced-price lunch, students drive their own learning using a digital tool called the Personalized Learning Plan (PLP). As result, 99% of Summit graduates are accepted into at least one four-year college and 55% go on to complete college (compared with a 28% national average).²¹ The IPS Data Dashboard is inspired by Summit's PLP (which currently serves grades 6-12).

When the Lindsay Unified School District (LUSD) in Central California transitioned to a district-wide approach of using personal student learning paths, the district graduation rate soared from 76% to 87%.²² (In the LUSD, 52% of students are ELL students and 100% qualify for free or reduced-price lunch.)²² Additionally, targeted small-group instruction is cited as one of the highest leverage strategies for at-risk student subgroups, including English Language Learners.²³

Observable Criteria: Each student completes individualized learning tasks in reading and math during Math and Literacy Studio each day. Student schedules, goals, and proficiency data from Studio are recorded on the Data Dashboard and available for faculty review. Performance on formative (grades K+) and state assessments (grades 3+) will indicate growth in reading, math and science.

Equity, Agency and Cultural-Responsiveness: Personalized learning allows students to take control over their own education, learning how to identify their strengths and areas of development, while seeking out learning opportunities with the support of a trusted adult. Ultimately, students will learn how to advocate for their needs, building agency and the drive to seek out ways to meet those needs in a way that works for them. Small group and targeted instruction allows for the growth of every student, no matter what level they enter on. While students need support from adults to build self-directed learning skills, the release of responsibility over time empowers them to become drivers of their own lifelong learning process. Teachers utilize strong mentor relationships to incorporate culturally-relevant learning opportunities (see **Part 3 - Project-Based Learning** for additional details) into each personalized learning pathway. Personalized learning culminates in the application of academic and SEL skills in 5th grade through the completion of the final Capstone Rite of Passage (**Attachment 7 - Exit Standards**): identifying and implementing a solution to one or more community problem(s). With this goal in mind, teachers help students identify inequities, build agency and leverage cultural understandings to empower them to reach this milestone at the completion of the IPS program.

3. Project-Based Learning (PBL)

In order to grow as innovative leaders, IPS students apply their skills through rigorous, authentic projects starting in kindergarten. IPS defines PBL as “a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.”²⁴ This PBL approach explicitly supports cultural responsiveness through projects that foster cultural awareness, promote teamwork, and practice communication skills (**Attachment 3**).

PBL at IPS

PBL occurs during a 75-minute block four days per week. Each project follows a 6-to-8-week arc with three stages: explore, create, and showcase. Projects at IPS are designed to support mastery of science and social studies standards and Deeper Learning Skills, while developing Compass Habits required to thrive in the 21st century culture and workplace, including skills in cultural competence. IPS projects culminate in a product that students compile in portfolios; portfolios are shared with the school community through Rites of Passage at the end of each academic year.

Research Base for PBL

PBL is currently being implemented by more than 1,000 schools nationwide. A review of the research on its effectiveness concludes that the approach yields “improved content learning, higher levels of engagement, and more positive perceptions of the subject matter.”²⁵ PBL has positive effects on “...student academic achievement, mastery of 21st century competencies such as problem-solving and critical thinking, addressing the needs of diverse learners and closing achievement gaps, and increasing students' motivation to learn.”²⁶ Iterating on best practice, the IPS PBL model is being developed in partnership with PBL leaders including Summit Public Schools, High Tech High, Big Picture Learning, Expeditionary Learning, Brightworks and others.

Observable Criteria: Students complete project work with integrated science and social studies elements four times per week. Evidence and assessment of student projects are recorded in the IPS Data Dashboard and are available for review. Performance on formative (grades K+) and state assessments (grades 3+) will indicate growth in reading, math and science.

Equity, Agency and Cultural-Responsiveness: IPS’ project-based learning curriculum is designed to shift the dominant perspective and highlight voices, stories, and information that has not been emphasized in how students traditionally learn history. IPS projects lift up the indigenous perspective and work to breakdown institutional racism many systems perpetuate. All scholars deserve to see themselves and their experiences reflected in their classroom to provide an equitable, culturally-responsive lens. All students should be exposed to writers, artists, historians, community heroes and leaders who share their background and identity. In order for curriculum to be liberating, it must be rooted in the communities we serve. IPS’ liberated PBL model is replicable through the use of a rigorous and relevant base curriculum that includes assessment tools, lesson plans and exemplars. IPS provide systems, structures (including community/parent design experiences) and PD for teams to ensure the projects are contextualized and community-rooted. Coupled with personalized learning, the PBL structure develops agency in students who see themselves reflected in relevant, meaningful academic content. **Attachment 5** contains an example of a community-rooted PBL scope and sequence.

Section 6: Curriculum and Instructional Design

1. Basic Learning Environment

The learning environment and components of the Impact | Renton school design align with the IPS mission, vision, and values (See **Section 1 – School Overview**). The model is predominantly classroom-based, with varying instructional strategies to support all learners and bring each design element to life. Classroom size and structures change by grade band and are outlined in the table below. Additional instructional support (i.e. special education teachers, interventionists, related service providers, aides) may also be present based on student needs:

Grade(s)	Size	Structure
Transitional Kindergarten (TK)	Up to 24 students per class	Lead Teacher and Teacher (2 per class) Instructional aide (if needed)
Kindergarten - 3rd Grade	Up to 30 students per class (Up to 28 students per class in 3rd grade)	Lead Teacher and Teacher (2 per class) Instructional aide (if needed)
4th - 5th Grade	Up to 28 students per class	Lead Teacher (Departmentalized by subject) Teacher Fellow (1 per grade) Instructional aide (if needed)

The IPS school model, to be implemented at Impact | Renton, is rooted in essential design elements best described by the three educational program terms (see **Section 5 – Program Overview**):

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

The design elements that make up the basic learning environment are listed in the table below and implemented by the instructional strategies found in **Part 4** of this narrative section:

Design Element	Connection to Mission, Vision, & Values	Rationale (Evidence of Appropriateness, Effectiveness, and Cultural Responsiveness)
Multi-age, small guided reading/math groups based on student level	Team WA, Everyone Grows, Brave Solidarity	Fosters reciprocal peer mentoring and an understanding that everyone has both strengths and opportunities. ²⁷ Research shows that, when paired with intentional groupings and effective instruction, multi-age, small groups help students develop “more positive attitudes toward school, themselves, and their peers.” ²⁸

Departmentalized teachers (4th - 5th grades)	Everyone Grows, Intention	Increases the quality of focused instruction as teachers become experts in the pedagogy of their subject area. Allows opportunities for specialized professional development and teacher development pathways.
Co-teacher model (TK-3)	Intention, Bold Ambitions	Allows for targeted, small group instruction and thoughtful teacher talent pipeline.
Small-group instruction	Intention, Everyone Grows, Bold Ambitions	Provides instruction within each student's zone of proximal development: tasks are feasible without becoming frustrating. As a result, student learning accelerates.
Individualized instruction and practice	Intention, Everyone Grows, Bold Ambitions	Supports actionable feedback through one-on-one conferences with teachers and peers. Positively impacts the student's thinking in the moment. Research shows that receiving regular targeted feedback ²⁹ and working at one's independent level accelerate student learning.
Large-group direct instruction	Intention, Bold Ambitions	Increases schema for students from diverse backgrounds in core content areas, which is critical to developing reading comprehension. Research shows that establishing core knowledge in the early grades is a critical prerequisite to reading comprehension in later grades. ³⁰
Online learning	Bold Ambitions, Everyone Grows	Offers adaptive instructional modules iteratively to address student learning needs and misconceptions in real-time, increasing the scope and moderating the pace of individualization in the classroom.
Project-Based Learning	Brave Solidarity, Play Big, Team WA	Encourages students to build, create, and serve as a changemaker in their communities. Increases student executive functioning skills including focus, critical thinking, making connections, taking on challenges, and self-directed learning. ³¹
Mentor groups	Team WA, Brave Solidarity, Intention	Promotes student feelings of safety and freedom in the school environment, both physically and intellectually. ³² Students develop the ability to establish and maintain positive relationships with diverse individuals and groups, a core Social-Emotional Learning (SEL) competency. ³³
Explicit DEI and SEL instruction and assessment	Team WA, Brave Solidarity, Intention	Prepares students to lead well with others, while supporting student learning in the present. Meta-analysis of 213 studies shows an 11-percentile point gain in academic achievement for students who participated

		in evidence-based SEL programs compared to students who did not participate in SEL programs. ³⁴
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In order to provide a culturally responsive program, IPS strives to include students' cultural references in all aspects of learning, embedded throughout the academic program described above.³⁵ Specific culturally-responsive strategies woven through the program include:

Strategy	Description	Where Implemented
Fostering positive relationships with parents and families.	Includes regular communication, needs assessments and surveys, parent committees, home visits, weekly newsletters, family nights at school, meetings in the community, research of cultural background of students' families, collaboration with local cultural centers, tours of students' neighborhoods to identify local "funds of knowledge." ³⁶	Impact Institute Mentor Groups Celebrations of Learning Expeditions
Cultivating learning within the context of culture.	Encouraging student projects that focus on issues or concepts that apply to their own community or cultural group, teaching and discussing differences between individuals, and attending community events of students and discussing those events at school. ³⁷	Workshop Showcases
Cultivating curriculum that connects to and reflects communities.	Examples include projects that encourage students to research aspects of a topic within their community, encouraging students to interview members of their community who have knowledge of the topic they are studying, and providing information to the students on alternative viewpoints or beliefs of a topic. ³⁸	Workshop Showcases
Creating a learning environment that reflects and celebrates diversity.	Strategies include displaying family photos and cultural artifacts throughout the school and curating intentionally diverse classroom libraries. ³⁹	Mentor Groups Studio Workshop
Matching assessment practices to students.	Strategies include utilizing a variety of formal and informal methods to adequately tap the strengths and growth areas of the student.	Mentor Groups Studio Workshop

2. Curricular Overview

The transitional kindergarten (TK) curriculum will contextualize the IPS educational model to early learning standards and a play-based program. The Workshop model will be implemented through play-based centers (e.g. dramatic play, blocks, sensory tables, art) with common social studies themes, similar to the anchor themes of K-5 projects.

The proposed educational program at Impact | Renton prepares students to meet or exceed core goals as articulated by OSPI⁴⁰ and to demonstrate proficiency in all elementary-level Washington State K-12

Learning Standards (which incorporate the Common Core State Standards [CCSS]). Upon graduation from 5th grade at Impact | Renton, students are prepared for successful entry into college-preparatory middle schools, while exhibiting Compass Habits that include social-emotional skills and DEI competencies.

Specific outcomes for each subject in K-5 include the following, with overarching performance standards outlined in **Section 7**:

Subject	Standards	Outcome for K-2	Outcome for 3-5
Reading	Washington State K-12 English language arts (ELA) Learning Standards (CCSS)	85% of students meet Northwest Evaluation Assessment Measures of Academic Progress (NWEA MAP) goal 1+ year of growth on Fountas & Pinnell (F&P) literacy assessment	90% of students meet NWEA MAP goal 1+ year of growth on F&P assessment 80% of students proficient on reading SBAC
Writing	Washington State K-12 ELA Learning Standards (CCSS)	1+ year of growth on CCSS-aligned Deeper Learning Rubrics	
Math	Washington State K-12 Mathematics Learning Standards (CCSS)	85% of students meet NWEA MAP goal 1+ year of growth on CCSS-aligned IPS math progression	90% of students meet NWEA MAP goal 1+ year of growth on CCSS-aligned IPS math progression 80% of students proficient on math SBAC
Social Studies & Science	Washington State K-12 Social Studies Learning Standards WA Essential Academic Learning Requirements (EALRs) and Grade-Level Expectations (GLEs) Washington State K-12 Science Learning Standards (Next Generation Science Standards)	90% meet growth target on Deeper Learning Rubric	
Compass Habits*	Illinois Social/Emotional Learning Standards ⁴¹ Kansas SECD ⁴²	90% meet growth target in IPS Compass Habits	

* Note that Washington state has not adopted social/emotional learning standards. Illinois and Kansas are national leaders in formally adopted SEL standards. The IPS Compass Habits are rooted in these standards.

The following section details exact curriculum choices which, in conjunction with design element rationales (**Part 1**) and aligned standards/outcomes (**Part 2**) provide a comprehensive overview of IPS' curricular choices.

3. Curricular Choices

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

Subject	Mode of Instructional Delivery	Standards	Curriculum
Reading	Small group (guided reading), individual	Washington State K-12 Learning Standards for ELA	Scholastic Guided Reading Program Read Aloud Success for All guided reading, fluency, and phonics resources Close Reading
	Rationale: Provides ongoing practice at each student's instructional level, resulting in accelerated reading growth. ⁴³ Scholastic's Guided Reading also provides a powerful context for supporting specific vocabulary, phonics, and comprehension needs of ELL students. ⁴⁴ Guided reading is a core component of the literacy approach of high-performing CMOs serving historically underserved student populations, including KIPP and Uncommon. ⁴⁵		
Writing	Large group, small group, individual	Washington State K-12 Learning Standards for ELA	Units of Study embedded into Workshop
	Rationale: Provides rigorous standards-based instruction for all students through mini-lessons, combined with individual rubric-based next steps to help each writer develop. ⁴⁶ Led to growth in student writing abilities across genres at schools with similar student demographics, including NYC DOE.		

Language (Phonics/word study)	Online, individual, small group	Washington State K-12 Learning Standards for ELA	Lexia Success for All phonics lessons
	Rationale: Provides personalized phonics instruction according to student need, with teacher support in small groups as needed. Some elements of the Lexia program have been designed to specifically target the needs of ELL students, ⁴⁷ including dramatic literacy gains at the elementary school level at Spokane International Academy and Gilroy Prep.		
Math	Online, small group, individual	Washington State K-12 Learning Standards for Math	Dreambox ST Math Math Interim Assessments (in-house) Math Routines (i.e. Counting Jar) Math Mini-Lessons Context for Learning <i>Cognitively Guided Instruction (CGI)</i>
	<i>Rationale: In math, IPS students receive direct small-group instruction based on Context for Learning and CGI, complemented by adaptive online instruction. Districts implementing Context for Learning report increased student growth on state tests compared with the state. CGI provides standards-aligned problem solving instruction in which students apply numeracy skills to authentic contexts.⁴⁸ Adaptive online learning tools are designed to provide responsive, personalized instruction to meet each student's needs. Adaptive learning data is highly predictive of SBAC results, helping IPS progress monitor towards SBAC goals.⁴⁹ Additional studies show that growth for English Language Learners, Special Education students, and Economically Disadvantaged students using adaptive online instruction far outpaced average student growth rates.⁵⁰</i>		
Science & Social Studies	Large group, small group	NGSS Washington State K-12 Social Studies Learning Standards WA Essential Academic Learning Requirements (EALRs) and Grade-Level Expectations (GLEs)	Project GLAD (Guided Language Acquisition Design) FOSS Science Contextualized high-quality, high-rigor projects curated from across the country and stored in a K-5 scope and sequence
	Rationale: Project work will include GLAD instructional strategies during the exploration phase, work with nonfiction texts, interviews, primary sources, and more. GLAD provides a selection of research-based instructional strategies proven		

	to be effective with ELL students, emphasizing rich language environment and vocabulary development. ⁵¹ Project plans are curated and contextualized to individual school communities (see Section 5) with the support of PBL experts at the Buck Institute and High Tech High elementary.		
Social/emotional skills	Small group	Illinois Social/Emotional Learning Standards Kansas SECD	Compass Habits based on the Valor Collegiate SEL model Second Step RULER-like approach
	Rationale: Effective at schools with similar demographics. ⁵² Adopted by neighboring school districts including Seattle and Highline, providing potential opportunities for collaborative professional development.		

Attachment 5 provides a sample scope and sequence for Social Studies and Science.

Intervention Curriculum

- *Literacy:* Reading Mastery. Effective with similar student subgroups at schools including IDEA, Uncommon Schools, and others.
- *Math:* Additional small-group instruction using Singapore Math. Provides sequential direct-instruction resources to provide small-group support for standards that have not yet been mastered. Provides additional practice with manipulatives and visual representations of concepts, beneficial to a range of learners.⁵³
- *As needed:* Amira, Dreambox, ST Math, Lexia or similar additional online learning program in reading and/or math.

Curriculum Alignment

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

Cultural Responsiveness and Anti-Bias

IPS believes it is critical that curriculum represents and empowers school communities. However, the vast majority of writers, teachers, and curriculum designers are white and many existing social studies curricula promote a "European dominance" view. Thus, IPS has prioritized the curation and development of rigorous projects that are rooted in individual school communities, with a focus on guiding students to develop as activists and lifting non-dominant perspectives. In addition to contextualizing projects to empower a diverse student population, IPS hand-selects every book that is read with or by scholars, ensuring that each text is intentionally aligned with IPS values and celebrates the diversity of the school community (see **Part 3 of Section 5** for additional details).

4. Primary Instructional Strategies

Conscious of the key Instructional Shifts through implementation of the Common Core Standards, IPS teachers will employ a variety of evidence-based instructional methods to create a positive, culturally-inclusive environment with high levels of engagement. In selecting the most appropriate methods, teachers will consider the goals and objectives of the lesson and the unit, the students' prior learning (based on student data), and strategies for maximizing engagement.

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

Instructional methods IPS teachers employ are as follows:

Small-Group Instruction

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

The frequency of small group experiences for students at IPS reflects the school's commitment to providing a culturally-inclusive environment for students, engaging each individual and making each feel valued and essential to the success of the group.⁵⁴

Individualized Instruction

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

Large-Group Direct Instruction

At IPS, large-group direct instruction occurs during Shared Text and Workshop, emphasizing content where most students can benefit from the same information. Large-group lessons resemble traditional teacher-led mini-lesson common to the workshop model⁵⁵, and leverage GLAD strategies.

For projects, direct instruction typically occurs during the exploration phase of the project, addressing areas in which students have shared gaps in content knowledge. These large-group lessons leverage the methodology of Project GLAD to build robust vocabulary and content knowledge. Additional GLAD strategies will be used to support individuals and small groups of ELL students. Project GLAD has been recognized by the US Department of Education as "Program of Academic Excellence" for its impact on student learning, particularly among ELL students.⁵⁶ IPS' implementation of Project GLAD is rooted in the understanding of cultural responsiveness that all culturally and linguistically diverse students can excel in academic endeavors when their culture, language, heritage, and experiences are valued and used to facilitate their learning and development.⁵⁷ As a result, large-group lessons at IPS emphasize bringing student language, culture, and experiences into the classroom and embedding them into lessons and classroom routines.

Across subjects, both teachers and students will select topics and resources that are culturally relevant to student populations. For example, read-alouds and classroom libraries will include authors and characters from a diverse range of ethnic backgrounds. Similarly, in writer's workshop, teachers will model topic choices that connect to students' cultural identities, and encourage students to make their own topic

choices that connect to their experiences. See **Section 5 - Program Overview** for culturally-responsive aspects of each program term and design element.

Online Learning

Online learning looks like students participating in programs that adaptively match lessons and activities with student needs. All students use online learning in reading and math daily, and in other subjects as selected. K-5 participation in online learning programs like Dreambox have been linked to significant gains in student performance.⁵⁸

5-6. Differentiated Instruction and Intervention

Differentiated instruction and intervention is critical to the IPS vision of equipping a diverse student body to thrive in college, career, and life. The table in **Part 1** of this narrative section depicts differentiated instructional strategies that support the implementation of key design elements.

To ensure that all students receive the differentiated instruction that will enable them to meet and exceed their academic goals, IPS teachers follow a Response to Intervention (RtI) model, often referred to as a Multi-Tier System of Supports (MTSS):

Level	Intervention	Personnel Responsible	Parent Communication
Level 1 (At and above standard, 80%)	Reading: Guided reading groups, independent reading, Lexia adaptive program, SFA (K-1) Math: Dreambox adaptive program, CGI. Classroom differentiation.	Classroom teachers	Data Dashboard-informed reports Conferences Quarterly progress reports
Level 2 (Below standard, 15%)	Level 1 plus: Success for All phonics (2nd+)/Foundational Math Routines and additional differentiated online support as needed. Small group instruction based on specific standards/skills.	Classroom teachers Teaching Fellows	Data Dashboard-informed reports Conferences Quarterly progress reports Progress updates every two weeks
Level 3 (Significantly below standard, 5%)	Levels 1 and 2 plus: One-on-one and small-group instruction targeting foundational literacy and math skills based on specific standards and skills. Further diagnostics to determine barriers to learning.	Classroom teachers Special Education Teacher Teaching Fellows Classroom aides (as needed)	Data Dashboard-informed reports Conferences Quarterly progress reports Progress updates every week

7. Social-Emotional Curriculum

IPS's social-emotional curriculum is a core component of the educational program. This carefully designed SEL curriculum is comprised of three elements that work to evaluate habits, skills and mindsets that empower students to be the next generation of equity-driven innovative leaders.

1. **Compass Habits:** Rooted in our core values and aligned with key 21st century skills, five key disciplines guide the habits necessary to enshrine these values.
2. **Badge Work:** A badge is received for each compass point upon completion of all parts of the badgework and circle experience for the specific compass point.
3. **Circle:** A protocol that creates a safe space for participants to build 21st century skills necessary for affecting change in a complex world (see **Section 3** for additional details).

Teachers play a valuable role in helping students monitor their progress while simultaneously reinforcing school values, practicing social-emotional skills, and goal setting. At IPS, the social-emotional learning curriculum:

1. Promotes student feelings of safety and freedom in the school environment, both physically and intellectually. Students develop the ability to establish and maintain positive relationships with diverse individuals and groups, a core Social-Emotional Learning (SEL) competency.
2. Prepares students to lead well with others, while supporting student learning in the present. A meta-analysis of 213 studies shows an 11-percentile point gain in academic achievement for students who participated in evidence-based SEL programs compared to students who did not participate in SEL programs.²⁷
3. Employs a highly structured environment to allow for safety due to predictability, structure, and routines. This allows each individual to be heard, seen, and affirmed in their sense of belonging and importance to the community.
4. Pushes one's thinking by hearing diverse perspectives to allow for transformational growth.
5. Allows for developmentally appropriate differentiation in social-emotional growth areas.
6. Is embedded in indigenous practices that are representative of many marginalized populations.

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

The SEL model integrates some aspects of an existing curriculum (Second Step) that explicitly teaches core skills aligned with developmentally-appropriate milestones. Second Step was heavily adapted by the IPS team to incorporate diversity, equity, and inclusion into this explicit teaching. SEL skills are reinforced and practiced as students participate in Circle and engage in Badge Work based on Valor Collegiate Academy's SEL model. In partnership with Valor, IPS built a Circle protocol and custom Badge Work for elementary students. The SEL curriculum is utilized each morning as teachers lead Mentor Groups of approximately 12-14 students. Adults explicitly teach these skills, build community, and practice the skills through Circle and Badge Work. The foundation of this time is both the relationships that mentors develop with mentees as well as the relationships students develop with their peers in this smaller group setting. The SEL curriculum is presented both alongside and independent of the other curricular choices listed in **Parts 1-6** of this section. The table below outlines a weekly flow of the SEL curriculum presentation:

SEL Curriculum: Weekly Flow	
During Mentor Time (Independent Presentation)	Monday: Leads morning meeting , including true north, calendar routine, and preview of the weekly circle exercise
	Tuesday: Leads second step lesson and provides opportunity for pre-circle activities/badgework (if applicable)
	Wednesday: Leads read-aloud with discussion connecting to the current circle activity's habit of focus
	Thursday: Practices appreciations with scholars during a mock circle, allowing for purposeful circle practice aligned with the group's circle growth areas
	Friday: Follow the structure of a Circle , beginning with True North, check-in/back, work, resonations, appreciations and closing, throughout I make sure all scholars understand the rationale for each element.
After Mentor Time (Integrated Presentation)	Integrate habit language and practice within the school day by training teacher and scholar lenses towards recognizing, naming and reinforcing the moments where you and they demonstrate habits.

Section 7: Student Performance Standards

1. Meeting Washington State K-12 Performance Standards

In alignment with Washington State K-12 Learning Standards (Common Core State Standards) for English Language Arts, Math, Science (Next Generation Science Standards), Social Studies, Health & Physical Education, IPS offers a rigorous curriculum in which students meet or exceed the State's learning goals and achieve the organization's mission.⁵⁹ Impact | Renton will utilize IPS' performance standards, policies and procedures to determine student grade promotion and retention.

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

IPS uses ongoing and varied assessments to monitor student progress toward standards mastery of the Learning Standards and to drive instruction. Teachers act with vertical alignment of standards in mind, using tools like Achieve the Core's coherence map to scaffold instruction up or down, depending on student needs.⁶⁰ These assessments allow for further personalization of learning pathways through ongoing data collection. The essential design elements are purposefully and inextricably rooted in assessment data to create a comprehensive understanding of each student's progress and construct an individualized student experience. The following table provides an overview of how assessments evaluate student mastery of standards through baseline, formative, and summative assessments in all core academic subjects.

Core Subject & Standards	Baseline Assessments	Formative Assessments	Summative Assessments
Reading CCSS	Fountas & Pinnell (F&P) Benchmark Assessment ⁶¹ NWEA MAP ⁶²	F&P Benchmark, conferring notes, guided reading group observations, student work	F&P Benchmark NWEA MAP Close Reading Assessment
Phonics CCSS	Lexia Diagnostic ⁶³ Success for All (K-2) ⁶⁴ NWEA MAP	Lexia, Success for All Unit Assessments, conferring notes, guided reading group observations, student work	Lexia Success for All NWEA MAP
Writing CCSS	Deeper Learning Rubric	Rubric evaluation, conferring notes, strategy group observations, student work across subjects	Deeper Learning Rubrics Project presentation evaluation rubric
Math CCSS	NWEA MAP Math Baseline Assessment	Interim assessments, CGI conferring notes, guided math group observations, student work	NWEA MAP Math Interim Assessments
Science NGSS	GLAD interest strategies (e.g., KW Chart, gallery walks, wonder	Conferring notes, student work, content mastery quizzes	Deeper Learning Rubric

	walls, and others) during exploration phase of projects		Project presentation evaluation rubric
Social Studies WA GLE's	GLAD interest strategies (e.g., KW Chart, gallery walks, wonder walls, and others) during exploration phase of projects	Conferring notes, student work, content mastery quizzes	Deeper Learning Rubric Project presentation evaluation rubric

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

Reading

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

Writing

Writing is evaluated using Deeper Learning Rubrics during project-based learning workshop and Literacy studio. Three subtypes of writing are assessed through these comprehensive rubrics: narrative, informational and opinion/argumentative writing.

Math

The NWEA MAP and an interim math assessment (IA) are given as a baseline and summative assessment. A comprehensive set of Math Interim Assessments was created with Debra Fuentes, a Cognitively-Guided Instruction (CGI) consultant. Each Math Interim Assessment determines a student's progress towards and mastery of grade level standards based on concepts taught. The data is used to drive daily instruction, small group support, and intervention. The final Math IA is cumulative. Additional formative assessments include weekly teacher/student conference notes, anecdotal observations from guided math groups, and student work.

External Assessments

IPS administers state assessments: Smarter Balanced (SBAC) in reading and math for grades 3-5, Measurements of Student Progress (MSP) in science for grade 5, WaKIDS for kindergarten, and the ELPA21 for ELL students.⁶⁵ Results from state assessments provide valuable insight on student mastery of standards, and help the school to evaluate the effectiveness of the educational program and adjust as needed.

2. Additional Academic Standards

As referenced in the chart above, IPS has created a Deeper Learning Rubric, an interdisciplinary rubric aligned with the Common Core State Standards that evaluates students on milestones and submilestones necessary for achieving or exceeding the state standards. The Deeper Learning Rubric evaluates the following skills:

1. **English Language Arts:** Foundational Reading Skills, Reading Literature, Reading Informational Text, Narrative Writing, Informational Writing, Opinion and Argumentative Writing, Speaking, Listening, and Language
2. **Math:** Symbolic Expression, Numbers and Number Systems, Reasoning and Computational Strategies, Metacognitive Skills and Communication, Measurement, Algebraic Functions, Patterns, and Relationships, Geometry, Data Analysis, Probability, and Statistics
3. **Social Studies:** Driving Inquiry, Communication and Conclusions, Evidence, History, Geography, Civics, Economics
4. **Science & MakerSpace:** Asking Questions, Developing Using Models, Planning and Carrying out Investigations, Analyzing and Interpreting Data, Using Mathematics and Computational Thinking, Constructing Explanations and Designing Solutions, Engaging in Argument from Evidence, Obtaining, Evaluating, and Communicating Information
5. **Art:** Creating, Performing/Presenting/Producing, Responding, Connecting
6. **Physical Education:** Motor Skills and Movement Patterns, Movement and Performance, Maintain a Health Enhancing Level of Physical Activity, Personal and Social Behavior. The Value of Physical Activity
7. **Habits of Leadership & SEL:** Communication. Collaboration, Creativity, Critical-Thinking, 5 Points of the Star (North Star, Noble Purpose, Brave Solidarity, Sharp Mind, Big Heart, Aligned Action)

IPS complements Washington’s rigorous academic standards with the IPS Compass Framework – a social-emotional development framework rooted in Illinois Social/Emotional Standards⁶⁶ and Kansas Social Emotional and Character Development Standards.⁶⁷ These standards provide a framework for incorporating social-emotional learning into the curriculum. Each standard includes five benchmark levels that describe what students should know and be able to do in early elementary (grades TK-3) and late elementary (grades 4-5).

The IPS Compass ensures that students develop the habits required to effectively apply their academic, standards-based skills as equity-driven, innovative leaders in the workplace and in life. A growing body of research in psychology and learning science shows that developing skills like perseverance and self-control enhances both academic performance⁶⁸ and overall well-being.⁶⁹ Labor market research states that future jobs will require employees to possess skills like emotional intelligence and persuasion⁷⁰ and that those who possess personal, social, and technical competencies increase their earning potential.⁷¹ The IPS Compass will be an essential tool empowering students to fulfill the IPS mission and the State’s learning goals.

3. Grade Promotion and Retention

IPS believes that every scholar is unique and requires different types of support to achieve their Bold Ambitions. For most students, IPS can best support their education by having them spend 1 year in each grade level. For some students, however, IPS believes they can be best supported by having them spend 2 years in a grade level. Similarly, there are some instances where a student is advanced in their development both academically and emotionally. In these rare instances, IPS will meet with families to discuss the option of skipping a grade level. A scholar will be considered “promotion in doubt” if they are not meeting academic expectations for either math or reading benchmarks. To be considered for skipping a grade, a scholar must be meeting both skipping criteria for math and reading. Students will not be accelerated (i.e. skip a grade) after 2nd grade. Below are the criteria for K-2 retention and acceleration:

	Kindergarten	1st grade	2nd Grade
Reading	End of year reading benchmark: Level D Minimum Promotion: Level B Considered for acceleration: Level K	End of year reading benchmark: Level J Minimum Promotion: Level H Considered for acceleration: Level N	End of year reading benchmark: Level M Minimum Promotion: Level L Considered for acceleration: Level T
Math	End of year math benchmark: 70%+ on the end of year assessment Minimum Promotion: 50%+ on the end of year assessment Considered for acceleration: 90%+ on the end of year assessment	End of year math benchmark: 70%+ on the end of year assessment Minimum Promotion: 50%+ on the end of year assessment Considered for acceleration: 90%+ on the end of year assessment	End of year math benchmark: 70%+ on the end of year assessment Minimum Promotion: 50%+ on the end of year assessment Considered for acceleration: 90%+ on the end of year assessment

While academics are the main factor in the decision, the Impact team will also consider the following factors in making a final decision for scholars who are on the cusp academically: attendance rates, social-emotional development, family input and needs, age and past education, growth over time, NWEA MAP scores and IEP Status. IPS uses a standards-based progress reporting system to advance students to the next grade level. To be eligible to present their portfolio in a Rite of Passage and advance from one grade to the next, students must earn a mark of “mastered” for 80% or more of the grade-level standards in reading, writing, and math. To graduate from 5th grade, students must also meet individually determined academic goals set annually with their mentor. See **Attachment 7** for exit standards.

If a student’s promotion is in doubt based on formative assessments, the school (through the Principal) will issue a promotion-in-doubt letter to the student and parents at or before the conclusion of the second trimester. A meeting will be held with the student, parents, mentor, and other school faculty as necessary. At that meeting, a plan will be created to address the issues raised in the letter. Implementation of intervention services according to this plan will be monitored and progress reported to families and involved faculty on a regular basis (according to the formal RtI/MTSS process). Final retention decisions are made by the intervention team (which includes families) after summative assessments have been administered and level of progress can be formally identified. A table outlining how and when performance and promotion/retention conversations occur can be found in **Section 4**.

4. Culturally-Competent Communication of Performance Standards

IPS believes children learn best when parents are true partners in this work. IPS is committed to ensuring families are informed of their child’s progress frequently throughout the year and plans are made to support children’s growth at both home and school. Formal reporting on student progress happens on a trimester basis through progress reports and at student conferences. Mentors notify parents when

students are struggling to reach proficiency as part of their regular outreach, which occurs on at least a bi-weekly basis. Since this system of evaluation and promotion is likely new to families, it will be introduced at Family Orientation/Impact Institute at the beginning of the year, and teachers and coaches will be available to connect with families at conferences throughout the year. Translation services will be available at all meetings, reports and accompanying materials regarding promotion will be provided in families' preferred language and flexibility in scheduling will permit all to attend. Below is a table outlining how and when performance and promotion/retention conversations occur:

Report Cards & Promotion in Doubt Schedule		
Report Card 1 and Conferences	Families receive an initial "promotion in doubt" letter if their student is entering the RTI process.	List Criteria: <ul style="list-style-type: none"> • K: Pre Reader AND Math below 30% • 1st: Below Level D AND/OR Math below 30% on the Math IA • 2nd: Below Level J AND/OR Math below 30% on the Math IA
Report Card 2 and promotion in doubt meeting 2 with the teacher	Families of students of concern come in for their 2nd meeting and set goals for what their student will accomplish in the next 6 weeks. Families sign a promotion in doubt letter.	List Criteria: <ul style="list-style-type: none"> • K: Below level B AND/OR Math below 50% • 1st: Below Level G AND/OR Math below 50% on the Math IA • 2nd: Below Level L AND/OR Math below 50% on the Math IA
Promotion in Doubt Meeting 3 with the teacher Skipping a grade meeting with the teacher	<p>Families have their 3rd meeting with the teacher and sign a 3rd promotion in doubt letter.</p> <p>Families of students far above grade level are informed that skipping a grade will be an option for their scholar.</p>	List Criteria: <ul style="list-style-type: none"> • K: Below level B AND/OR Math below 50% • 1st: Below Level H AND/OR Math below 50% on the Math IA • 2nd: Below Level L AND/OR Math below 50% on the Math IA
Final decision meetings with a school leader	<p>Families are informed of the school's final decision on promotion.</p> <p>Families are asked to make their final decision on skipping a grade.</p> <p>Families sign a letter stating they understand the decision made.</p>	List Criteria: <ul style="list-style-type: none"> • K: Below level B AND/OR Math below 50% • 1st: Below Level H AND/OR Math below 50% on the Math IA • 2nd: Below Level L AND/OR Math below 50% on the Math IA

Section 8: High School Graduation Requirements

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

Section 9: Supplemental Programming

1. Summer School

Impact | Renton does not have immediate plans to operate a summer school. Should parent demand or student need necessitate a summer school program in future years, it will be designed primarily to support students receiving Level 3 interventions (see **Section 6 - Curriculum and Instructional Design** for definitions of Level 3 support). The Principal, with support from the CEO and Regional Director of Schools, would assume responsibility for program design, including attendance criteria, schedule, staffing, mission alignment and educational program.

To extend learning over summer, IPS mentors work with all families to create a well-defined summer learning plan for each child. Learning plans include placement in partner organization summer programs, independent reading plans, and continued access to adaptive learning programs. As research indicates that communication during summer can be effective in sustaining relationships into subsequent school years,⁷² all mentors establish regular communication with families during summer. Further, IPS works to ensure each student has a library card and partners with the public library to participate in the annual summer reading program.

2. Extra or Co-Curricular Activities

All students participate in co-curricular activities through enrichment programming and integrated arts. Enrichments are an opportunity for scholars to develop their passions and explore other forms of genius. Through movement, science and makerspace, students engage in hands-on learning that activates their hearts, bodies, imaginations and curiosity.

- In science, scholars explore the physical and natural world through hands-on experiments and observation. They build both their scientific understanding, as well as their skills of research and deduction.
- In makerspace, scholars delve into design thinking and act as innovators and creators. Presented with an authentic problem or question with which they empathize, students have access to a wide-array of materials to design and test their solutions. Makerspace provides the environment and process to cultivate brilliant innovation.
- In movement, scholars participate in different forms of physical activity that allow for the energizing experience of mind and body working together. Through collaborative and competitive games, dance, yoga, and active play, students feel the positive effects of physical movement, laying the groundwork for a healthy and balanced life.

IPS purposefully integrates arts into the curriculum so scholars have the opportunity to access other forms of creativity and experience how art inspires them. Different forms of art are explored in connection to the project-based learning in workshop. From self-portraits to still life to working with mediums such as clay and cloth, scholars study works of diverse artists and try out their own artistic individuality in these different art forms. These co-curricular activities occur during school and are funded through apportionment.

At the Tier I level, students' mental, emotional, social development, and health needs will be met through Mentor Time, one-one-one mentor check-ins, and integrated implementation of the Compass Habits which includes explicit emphasis on social-emotional learning, as well as diversity, equity, and inclusion (funded from the operating budget). Mentors support students directly, individually and in groups, and also support teachers in developing and implementing strategies to support social-emotional development in the classroom. Students may also be supported by on-site counseling support through an external partner as need dictates. IPS has cultivated relationships within the True Measure Collaborative

and other community-based organizations who can support students and their families with a variety of services outside of typical school hours, such as dental care, health care, mental health services, family counseling, vision, nutrition, and tutoring. These services are not considered “extra” or “co-curricular,” rather they are wraparound services to help support families and students beyond their time in the classroom with IPS serving as the connecting agent.

3. Supplemental Programming Parent Outreach

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

Further, families are informed of supplemental programming opportunities through recruitment events, Impact Institute, family meetings, promotional material about Impact, and the school calendar.

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

1. Expected Special Populations

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

The assumptions listed above were made based on the reported program enrollments for the 2019-2020 school year for Renton Public Schools, as well as data from Impact | Puget Sound Elementary's opening school year. Based on the demographics opening year at Impact | PSE, IPS is conservatively estimating the number of students who will enter Impact | Renton with identified special needs, knowing that students in TK and K are not often identified until 1st, 2nd or 3rd grade given the importance of attempting other Tier 2 interventions prior to evaluation. Over time, proper identification and student body growth will increase the anticipated percentage of students with IEPs. IPS conservatively estimates that the special education population will grow from 1% in Year 1, to 3% in Year 2, and to 10%+ in Years 3 and beyond. While the estimate below is conservative (as well as the revenue estimate for Special Education funding in **Section 27** and **Attachment 28**), the expense assumptions for the Special Education program plan for greater than a 1% program rate to proactively ensure adequate supports are in place if needed.

	FRL %	SPED %	ELL %
Impact Renton	60%+	10%+	17%+
Renton Public Schools	50.3%	15.4%	17.7%
State	45.3%	14.4%	11.7%

Data sourced through the OSPI Report Card for the 2019-2020 school year.¹

2. Special Populations Plan

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

The inclusion model is the preferred method of educating all IPS students. Students with special needs are included in the general education classroom to every extent possible, following the principle of least

restrictive environment. Push-in services are provided in the general education classes by collaborating professional agencies and credentialed individuals, including special education teachers, occupational therapists and speech therapists, among others. As such, services are provided in a manner that allows identified students equal access to the general curriculum and IPS instructional strategies. In the cases in which a student's IEP requires pull-out services, services are provided in compliance with the student's IEP. IPS also partners with the True Measure Collaborative and the Seneca Family of Agencies – a leading innovator in the field of community-based and family-based service options – to gain a deep understanding of the expected student population's unique needs as the school's program is tailored to meet those needs.

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

Element	How meets/adjusted
Personalized Daily Learning Plan	Guides pacing
Mentor time	Supports individual programming
Scope and Sequence	Avoids gaps and repetition through grade levels; prevents shortfalls from recurring
Daily schedule	Permits extra time for small group or 1:1 remediation or acceleration; includes meeting time to keep faculty accountable and ensure interventions are implemented with fidelity
Staffing	Maintains ongoing awareness of students' individual needs
Co-teaching	Emphasizes collaboration and communication, as well as lower student to teacher ratios
Culturally responsive approach	Believes all students have potential to be successful when provided with high-quality programs, services and supports
Differentiation	Accommodates a variety of needs; engages all students with wide range of learning styles; drives continuous improvement
RTI/MTSS	Varies instructional delivery
Evidence-based instructional strategies	Addresses all needs when embedded in daily practice
Project based learning	Engages active learning and accountability for individual results through varied instructional styles (i.e. kinesthetic, visual)
Data-driven decision making (Ongoing informal and formal assessments)	Monitors progress; drives goal-setting; taps students' strengths and weaknesses
Targeted Supports and Interventions	Makes learning accessible to all students

Adaptive Learning Software	Supports individualized remediation or acceleration/pacing (e.g. Lexia, Dreambox)
Flexible grouping	Increases opportunity to match students' needs
Faculty development	Supports teachers in using data to adjust instruction in timely manner

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

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

IPS Multi-Tiered Systems of Support (MTSS) Model Overview

IPS believes every student possesses limitless potential, but the path looks different for each student. We believe it is our responsibility to provide an excellent education for all students. We closely track each student's progress towards grade level standards throughout the year and intervene with tiers of support when necessary to ensure every scholar receives the excellent education they deserve.

Student Experience	Faculty Expectations	Resources
Level 1 - Students are prepared through basic general education program (~50% of students)		
<ul style="list-style-type: none"> Daily classroom experience Regular Mentor Time participation Daily goal-setting 1:1 check-in with Mentor at least once per week Daily online math practice Daily online reading practice Small group reading instruction 2-5 times per week Small group math instruction 4-5 times per week 1:1 writing conference at least once per week 	<ul style="list-style-type: none"> CCSS-aligned instruction Student-centered pedagogy Vertically-planned interdisciplinary curriculum for skill development (includes spiraling) Differentiated instruction High student engagement Longer assignments are chunked with frequent checks 100% extended time for all internal assessments No assigned work on vacation 	<ul style="list-style-type: none"> 50+ days of professional development, collaborative planning and preparation Common planning time Weekly grade level team meetings Uninterrupted teaching time Peer coaching Induction mentors Existing/developed curriculum for each course

	<ul style="list-style-type: none"> • Assessments using multiple modes of mastery • Common behavior expectations with consistent follow-through • Clear expectations for goal setting and accountability in adhering to student-created plans during core skills 	<ul style="list-style-type: none"> • Personalized professional Development • Decision-making authority in school policy and procedure • Culture of growth
Level 2 - Students are prepared through Level 1 program, plus additional general education supports.		
<ul style="list-style-type: none"> • More frequent small group instruction across week • Additional mentor support in planning daily schedule • Additional check-ins during Core Skills to self-assess whether on track to complete schedule and meet goals 	<ul style="list-style-type: none"> • Consistent expectations for work completion • Provide additional support and accountability for students in planning and executing daily schedules 	<ul style="list-style-type: none"> • Clear system for monitoring work completion • Culture of revision and redemption
Level 3 - Students are prepared through Level 1 and 2, plus additional general education supports.		
<ul style="list-style-type: none"> • Additional small group participation within school day • Additional mentor support • Buddy check-ins during Core Skills and Project Time 	<ul style="list-style-type: none"> • Plan and deliver highly differentiated “double dose” small group in reading and math • Provide additional mentor support in planning daily schedule • Mentor email and phone contact with home as needed 	<ul style="list-style-type: none"> • Additional mentor support in planning daily schedule • Scheduled, coordinated time with scholars needing additional support
Level 4 - Students are prepared through Level 1, 2 and 3, plus additional general education supports and referral to Special Education evaluation process if determined necessary.		
<ul style="list-style-type: none"> • 504 or IEP plan with accommodations • Extensive mentor support • Grade level interventions/plans 	<ul style="list-style-type: none"> • Personalized home-school communication plan in place (weekly+ contact between mentor and family via communication method of family’s choosing) 	<ul style="list-style-type: none"> • Intervention documentation template • 504 plan template and policy • 10-15% of administrator’s time
Level 5 - Students are prepared through all general education supports, plus Special Education supports if evaluations deem necessary.		

<ul style="list-style-type: none"> • IEP with services • Special Educator support • Speech and language therapy • Occupational therapy • Audiological services • School-based mental health services • Modifications to program/curriculum 	<ul style="list-style-type: none"> • Collaborate in creation of IEP • Provide input and evidence of student's present levels of performance • Attend IEP meetings as needed • Implement modifications and accommodations 	<ul style="list-style-type: none"> • Certified Special Education Teacher instructional time and case management • 10-15% of administrator's time • Contracted therapists, school psychologist
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3. Special Education and Students with Mild, Moderate and Severe Disabilities

MTSS/RtI and SPED at IPS are clear strategic systems of support for students that create the least restrictive environment for each child to be their most successful, while including all stakeholders in the process. They are defined systems and processes to support faculty ownership, family buy-in and an inclusive mindset. Impact | Renton will provide special education services in compliance with local, state, and federal laws/regulations. The following section provides a detailed, comprehensive plan to serve students with special needs.

Students with Disabilities: Identification and Supports

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

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

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

Parents may place a written request for a special education assessment at any time. IPS has 25 days from the date that a written request is submitted to determine whether to evaluate the student. If the student

is to be assessed, then the appropriate consents will be obtained from the parent and the process proceeds (in adherence to the timelines) as described above.

To avoid overidentification and misidentification, a single test or procedure will not be the sole factor in determining that a student is eligible for special education services. IPS will also re-assess all students who enroll at the school who have identified special needs with the goal of determining accuracy of identification, correcting misidentification and ensuring proper support. Over-identification will be avoided through improved teacher preparation; early interventions; culturally responsive approach and assessment; and, varied instruction. In addition, research-based assessments and screeners will be utilized to ensure proper identification (see **Section 7** for a non-exhaustive list of assessment tools).

Student Success Team (SST)

The SST includes a diverse group of school representatives that, as an integrated part of each Grade Level Team (GLT), meet on a weekly basis to identify and/or discuss students of concern related to academic and vocational challenges based on individual student performance on daily and weekly assessments, as well as qualitative observation. When standard common-practice interventions do not address a student's needs, the GLT invites parents (or upon parent request), the student, a school leader, and/or a Special Education teacher to their weekly meeting to develop more intense interventions. If students do not respond to those interventions, a formal SST meeting is called to implement the most intense interventions of the general education program. In such instances, the GLT will communicate with the parents to understand their concerns and plan interventions as necessary. If a student does not respond to Level 3 interventions, a referral is made to assess for special education to gather more information about the student's learning needs. Level 4 or 5 interventions would be considered at that point, and may include services from external contracted professionals, such as psychologists, counselors, or therapists.

Programs, Practices and Strategies

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

Monitoring and Evaluation for Students with IEPs

The process to monitor students with disabilities will involve formal and informal assessments measured against the goals identified in the student's IEPs (see **Section 7** for a non-exhaustive list). This includes monitoring using SEL and/or behavioral assessments. Further, all students with disabilities will participate in appropriate state assessments determined by their IEP.

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

Monitoring and Evaluation for Students Under Section 504 of the Rehabilitation Act

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

The Principal-assembled 504 team, which may include the parent/guardian (all of whom are notified before any action is taken), the student, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations, will conduct an individually-designed evaluation to determine disability under 504. If eligible, a 504 Plan is developed, specifying what services the student needs to participate in, and benefit from, the school's program. 504 Plans are reviewed annually and eligible students receiving 504 accommodations are periodically re-evaluated.

Promoting Graduation and Post-Secondary Planning

Impact | Renton will serve TK-5 students, thus post-secondary planning is not applicable.

Exiting Services

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

Staffing

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

4. English Language Learner (ELL) Students

Impact | Renton will meet all applicable legal requirements for ELL students as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements, including all

those described by WAC 392-160. Impact | Renton will implement policies to assure proper identification, placement, evaluation, and communication regarding ELL students and the rights of students and parents.

Identification and Placement

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

For students who enter Impact | Renton with ELPA21 scores of Level 3 or above, Impact's general education program provides the necessary supports to accelerate their learning. Impact | Renton's emphasis on differentiated literacy development for all students is ideal for motivated ELL students. Students who enter with ELPA21 scores of Level 1 (Emerging) or 2 (Progressing) will receive scheduled small group support by a credentialed English language acquisition instructor during Studio or other appropriate instructional times of day.

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

Alternative Instructional Program

Impact | Renton anticipates providing an alternative instructional program using the supportive mainstream model, rather than a transitional bilingual instructional program based on the expected student demographics and wide range of languages spoken in the target community. An emphasis will be placed in hiring multilingual teachers, as well as instructional faculty with EL endorsements. This assumption is based on eligibility to provide an alternative instructional program under one or both of the following conditions:

1. Due to the capacity of the district's bilingual instructional program being temporarily exceeded.
2. Teachers who are trained in bilingual education methods and sufficiently skilled in the non-English primary language(s) are unavailable, and the district has made reasonable attempts to obtain the services of such teachers.

Supportive mainstream instruction is defined by OSPI as "consistent, focused, and effective language development through ELL pull-out/push in instruction or through small group work with the classroom teacher. Language instruction is delivered in English by teachers who have been specifically trained in the

field of second language acquisition and strategies. Instruction may occur either individually or in small groups within the mainstream classroom (Push-in) or separate from the mainstream classroom (Pull-out) with the focus of supporting English language development.”⁸⁴

At Impact | Renton, students with EL support needs will be placed in mainstream classrooms that have two teachers to provide support. Based on EL status and language proficiency, the teachers will work to group and support students in achieving objectives through a push-in model. Depending on student needs, some students may be pulled out to receive instruction from one of the two teachers in the room. All teachers will be supported and coached by an EL-certified and trained instructional coach (e.g. Principal). This faculty member will oversee the implementation of accommodations, proper teaching strategies and supports for all EL students.

Instruction in English is available to every student through Teachers, who utilize GLAD strategies with the support of the EL-certified coach and, if applicable, EL-certified lead teachers. It is anticipated (based on data from Impact | PSE) that the majority of students will fall into the progressing/intermediate category and will receive 30-50 minutes of push-in language support/instruction every day from a teacher. Students who are considered beginning/emerging language learners will be pulled out for up to 60 minutes weekly for language instruction and receive 30-50 minutes of push-in language support. Students who are advanced will receive up to 20 minutes of language push-in support. When students exit the program, they will be assessed, monitored and provided in-class support as needed.

ELL students will be in the general education classroom all day, with the exception of when they are pulled out to receive language development support and instruction. Teachers employ strategies learned through professional development led by EL-certified teachers, Instructional Coaches and Home Office faculty with particular focus on GLAD and SDAIE strategies. Teachers will conduct constant comprehension checks as part of their classroom routines to help ensure students understand what is being taught in the classroom and grouping is flexible based on their mastery of the material.

Key Strategies

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

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

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

- Pull-out instruction from an appropriately credentialed faculty member;
- Primary language support from bilingual faculty, as needed, in order to ensure academic content comprehension;
- Adaptive reading supports.

Monitoring and Evaluation

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

Exiting

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

Staffing

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

Parent Communication and Input

Parents will be provided information regarding the procedures for reclassification when they are provided with the ELPA21 scores of their children. Impact | Renton will actively seek parent input regarding their opinion on the supports in place for their EL-designated students through surveys, EL-specific focus groups, individual parent meetings, and large group meetings. As mentioned previously, Impact | Renton will notify all parents of responsibility for administering the test and reporting the results within 10 days from receipt.

5. Homeless Students and Students in Foster Care

Identification

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

Programs

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

7. Highly-Capable Students (HICAP)

Identification and Avoiding Underrepresentation

Impact | Renton defines highly-capable students as those who have been assessed to have superior intellectual ability as demonstrated by one-or-more of the multiple criteria in WAC 392- 170-040. IPS will use assessments that are language neutral and performance data, as well as teacher observation, rubrics, work samples and a nomination/referral process in accordance with RCW 28A.300.770 to identify gifted students and those students who need accelerated learning opportunities. Multiple criteria will be used from a wide variety of sources and data to illuminate each student's unique needs and capabilities, with the goal of avoiding underrepresentation by demographic subgroups. The open referral and nomination process is open to nominations from both instructional faculty and families, allowing for additional criteria to be used in evaluating eligibility.

Programs, Practices & Strategies

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

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

- Personalized daily learning plans, including accelerated pacing.⁷⁴
- Small group instruction based on student needs, including above grade level.⁷⁵
- Daily project work (particularly effective for HICAP students because content can be conceptual, pace is self-directed, and work can be collaborative).
- Mentor Time and consultation with families regarding supplemental programming.
- Use of adaptive learning software that meets academic needs of individual students, including skills above grade level.

Monitoring and Evaluation

The progress of intellectually gifted students will be monitored and evaluated through the IPS Data Dashboard.

Staffing

All teachers will participate in extensive professional development that will enable them to identify needs and strengths, provide challenging curriculum and instruction, and evaluate progress for all students, including highly capable ones.

Parent Notification

In accordance with WAC 392-170-042, public notification for parents is made before any Highly Capable identification activity and notifications are translated into languages spoken by the school community. This notification will be published across multiple communication channels with circulation adequate to notify parents. This notification will contain an explanation of the procedures for identification of a

student for entrance into the Highly Capable program, the process for appealing the selection decision of the multidisciplinary selection committee, the procedures to exit a student from the program and information on the district's program available to identified students.

Once a determination for eligibility is made during the program process, a notification of acceptance or denial is sent to families, with an opportunity to appeal the decision made by IPS. Families must sign a permission letter for Highly Capable services to begin.

7. "At-Risk" Students

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

Identification

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

Programs

Educational research and best practices in pedagogy indicate that "at-risk" students benefit from learning experiences that are relevant to their lives. These students are best served by differentiated school practices, such as multiple modes and measures of student progress, clear and high expectations, and a highly supportive learning environment.⁷³ Research also shows that such students benefit from placement in heterogeneous classrooms and schools that better reflect the community at large. IPS integrates these research-based practices into each student's daily academic experience. Teachers also have the information they need to accurately and quickly identify struggling students and provide them with the supports they need. As with all students, "at-risk" students will be included in all programmatic elements (see table, page one) designed to meet diverse needs.

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

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

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

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

Staffing

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

Section 11: School Calendar and Schedule

1. Annual Academic Calendar

In adherence to RCW 28A.150.220(2), Impact | Renton's annual academic schedule provides a minimum of 180 instructional days and at least 1,000 instructional hours for students in grades TK-5.⁷⁶ To support the rigorous daily academic schedule, the annual calendar includes key cultural and programmatic structures including Impact Institute, Rites of Passage, and Showcases (**Attachment 8**) that allow students to build non-cognitive skills, showcase their unique cultural and linguistic backgrounds and build skills for college success and equity-driven, innovative leadership. These are key components of the IPS model that are aligned with the academic scope and sequence and accommodated in annual/weekly calendars:

- **Impact Institute:** A "Dress Rehearsal" for students and families prior to the start of the year.
- **Showcases:** Culminating project presentations occurring at the conclusion of a PBL sequence. Families are invited and encouraged to attend these student-led events.
- **Rites of Passage:** Annual opportunity for students to share their complete portfolio (comprised of showcase work) and celebrate promotion to the next grade.

The school year is slightly extended (183 school days with an option for two additional inclement weather make-up days) to ensure that these structures are incorporated, as well as to accommodate ample professional development time (see **Section 22** and **Attachment 23**) for faculty. The daily academic schedule is built around key educational program elements, each of which has been selected to address the individual needs of the target population. Efficient transitions, pre-planning, pacing, time-on-task, and clear directions reduce downtime and keep students involved in academic learning to meet ambitious goals. While the Principal will make some adjustments to meet the specific needs of the school, the schedule provided in **Attachment 9** provides a general daily timeline. The table in the following section details the amount of time per day and week students engage in each instructional component.

2. Minimum Hours/Minutes per Day and Week

Doors open for students at 7:45 am and dismissal begins at 3:30 pm (Monday - Thursday) and 1:00 pm (Friday). The majority of each day will be spent in core subjects, divided across instructional blocks. Students will spend approximately 360 minutes per day (on regular dismissal days) immersed in core subjects, with cultural inclusion embedded throughout. The frequency, duration, and minutes of each core instructional block (as defined by RCW 28A.150.205) follow. **Attachment 8** houses the formula calculation for total annual number of instructional hours and days.

Kindergarten - 5th Grade					
Instructional Block	Subject(s)	Sessions per week	Minutes per Session (M-Th)	Minutes per Session (F)	Minutes per week
Literacy	Reading, Phonics	5	125	80	580
Math	Math, CGI	5	75	30	405
Workshop (Project Time)	Science, social studies, reading, math, art	4	75	0	300
Writer's Workshop	Writing (during Workshop)	5	30	40	160

Mentor Time	SEL, Compass Habits, Circle	5	35	40	180
Enrichment	Science, MakerSpace, Movement	4	50	0	200
Total	1,665 minutes per week				
Transitional Kindergarten					
Literacy	Reading, phonics	5	30	30	150
Math	Math	4	20	0	80
Fine Motor	Fine motor skills	5	10+	10	60
Play-Based Learning	Social Studies, reading, math, art	5	100	85	585
Emergent Writing	Writing	5	20	20	100
Mentor Time	SEL, Compass Habits	5	20	20	100
Enrichment	Movement, Music, Science	4	40	0	160
Total	1,235 minutes per week				

3. Support of Educational Program

As described in **Section 1** of this narrative, the daily and weekly schedule incorporates structures that enable the core educational program to be implemented to fidelity. Dedicated time to social-emotional learning (e.g. mentor time) and key cultural structures (e.g. weekly Circle on Friday) ensure that all design elements have the necessary time and space allotted to them. The extended school day and year schedule ensures that students have ample learning time for differentiated instruction, intervention and enrichment supports.

4. Additional Academic Support and Intervention Time

As evidenced in **Attachment 9**, each academic school day has built-in intervention blocks for students in need of additional academic support. Morning arrival allows for flexible time to be used for increased mentor guidance, academic support and enrichment opportunities through morning work. Core instructional blocks are lengthened to accommodate flexible instructional grouping, including both small group and individual support. The IPS schedule exceeds the minimum number of instructional hours each year by 15% (1,151.5 hours total). In addition to the extra instructional time and scheduled intervention blocks, the staffing structure (see **Section 16** and **Attachment 21**) ensures that multiple instructional leaders are available to support students during key academic periods.

Section 12: Student Discipline Policy and Plan

1-2. Approach to Discipline and Culturally-Responsive Discipline

The purpose of the IPS discipline policy is to nurture students' social-emotional development in a culturally responsive school climate conducive to teaching and learning. Compliant with all State laws and Commission policies, the discipline policy (**Attachment 10**) is based on a combination of research theory, experience, and best practices with three key elements.

Social-Emotional Foundation

In an intentional effort to address disproportionate discipline rates based on race, ethnicity, gender, etc., IPS builds a strong social emotional foundation across the school community to ensure a proactive, positive culture. Strong social-emotional skills are associated with readiness for, and commitment to, learning; self-regulation; and collaborative problem solving across lines of difference.⁷⁷ Long-term Social-Emotional Learning (SEL) outcomes include stronger academic performance, increased graduation rates, strong sense of purpose, reduction in criminal behaviors, reduction in risky health behaviors, and strong earning potential.⁷⁸ As a result, IPS emphasizes a fully integrated implementation of SEL for all students. Highlights of the SEL program include:

- Weekly SEL lessons in mentor groups
- Daily SEL goal-setting supporting individual student SEL growth
- SEL progress monitoring on the Data Dashboard
- Badges that celebrate student SEL growth and reinforce strong school culture
- Discipline that support positive SEL and character development
- Cooperative learning that fosters sense of belonging
- Climate of inclusion
- Respect for diversity

Positive Behavior Interventions and Support (PBIS)

In an effort to align a school-wide commitment to provide a culturally responsive setting for all students with a personalized learning approach, IPS adopted school-wide PBIS, supporting all students through leveled interventions. School-wide PBIS, based on implementation in more than 7,000 schools, evolved from valid research in the field of special education and has shown positive school climate outcomes in urban, rural, and suburban settings.⁷⁹ See the full IPS PBIS framework in **Attachment 10**.

IPS expectations are built to keep everyone physically and emotionally safe and provide an environment where they can do their best learning. IPS insists on high expectations to meet those goals. IPS believes that all students are capable of meeting expectations. Positive incentives are built into the model at the school and classroom level to establish positive, consistent school culture that aligns with our core values. The ultimate goal is to teach and promote intrinsic motivation for students. Building-wide PBIS incentives are based on common goals, including attendance, academic and core value metrics. School-wide celebrations of positive culture are found during Community Meetings and awards ceremonies. Classroom-specific incentives are based on exhibition of core values, meeting high expectations as a community and specific goals based on student need. Classroom incentives are celebrated in mentor groups and classrooms. Individual incentive systems are developed to support students who may need explicit instruction and support in particular SEL or behavioral areas.

The school-wide PBIS system is upheld by all members of the community, including students, parents, faculty and other stakeholders. As members of the IPS community, students make the following student-friendly "commitments." Classrooms are rooted in these commitments and shared community-wide expectations, but teachers are given the creative freedom to implement the operational aspects of a PBIS

system in their classroom as they see fit. This can look like a system built on table points, marble jars or scholar stars. A tangible reward system based on the Impact Commitments makes these “soft skills” understandable to young scholars. Teacher autonomy also allows additional room to tailor the operational aspects of the PBIS system to be culturally responsive to the individualized needs of their classroom community and students.

Impact Commitments	
Be Safe	I commit to keeping myself and others safe.
Be Inclusive	I commit to leaving no community member behind.
	I commit to seeking and respecting diversity of perspective.
Be Kind	I commit to speaking to the person, not about the person.
	I commit to speaking from my heart, but using my head.
Be Engaged	I commit to working the Compass.
	I commit to always doing my best work.
Be Accountable	I commit to walking my talk.
	I commit to being truthful with myself and others.
Be Brave	I commit to showing up with courage.
	I commit to standing up for what is right.

As part of the IPS PBIS approach, trained faculty respond to misbehavior as teachable moments that provide opportunities for students to grow. There are times at which redirection of student behavior is necessary. A Tier 1 PBIS approach to behavior redirection in the classroom is documented below:

Redirection Number	Consequence
1	Warning
2	1 minute timeout in classroom
3	3 minute timeout in classroom
4	10 minutes in buddy class
5	Parent phone call in the moment
6	Practice with school leader
7	Time in buddy classroom + parent meeting

To create an inclusive, safe community where mistakes are used as learning experiences, students are always welcomed back into the community after a redirection and participate in restorative practices as necessary.

There are times when more severe action is necessary, specifically when actions threaten the physical or emotional safety of others, or undermine a positive and productive learning environment. See **Attachment 10** for planned procedures for a list of all offenses and more severe disciplinary responses (including suspension and expulsion protocols). Due process, appeal proceedings and specific information on the rights of students with disabilities are also elaborated on in **Attachment 10**, as well as in IPS' Special Education Policy and Procedure.

3. Supportive and Inclusive Discipline

Impact | Renton is a learning environment in which all belong and where personalized interventions and supports are used to effectively address individual needs. The implementation of restorative practices strengthens this culture of inclusion and permits development of social, emotional, and non-cognitive skills essential to our being a community of diverse learners. IPS draws best practices from the International Institute for Restorative Practices to attain outcomes rooted in research, including a drop in overall disciplinary referrals, lower suspension and expulsion rates, peaceful conflict resolution, and an end to bullying.⁸⁰

IPS believes that harm can be repaired and in order for a student to truly learn from mistakes and feel connected to and included in the community, any behavioral incidents need to be followed with a restorative and logical consequence. IPS teachers and leaders select consequences that make the most sense for the situation. Non-exhaustive examples of Tier 1 and 2 restorative consequence practices are found in the table below:

Behavior	Potential Restorative Consequence
Physical Aggression	<ul style="list-style-type: none"> • Letter or spoken apology • Act of kindness toward the person harmed • Potential loss of privileges if there was a specific situation triggering the behavior (i.e. Play near the teacher during recess, change of rug spot or line spot)
Lying/Stealing	<ul style="list-style-type: none"> • Letter or spoken apology • Act of kindness toward the person harmed • Values reflection in circle
Academic Dishonesty	<ul style="list-style-type: none"> • Redo of the assignment • Story to read at home and draw a picture/answer a question about dishonesty

Unkind words	<ul style="list-style-type: none"> • Letter or spoken apology • Act of kindness toward the person harmed
Persistent, complicated conflict	<ul style="list-style-type: none"> • Peace circle • Recess play date

Prioritizing restorative practices reconnects students to the classroom and maximizes the amount of time they spend in their community, both building and repairing relationships with peers as necessary.

4. Fairness and Equity

One of the Impact Public School (IPS) core values is Brave Solidarity (encompassing of diversity, equity and inclusion), which is represented in the approach to student culture and discipline. IPS's ultimate goal is to retain every student and ensure all students thrive. IPS discipline policies focus on growth, strengths, reflection, and clear expectations. The discipline policy is inextricably linked to the core components of the educational program. Each element of the discipline policy and procedure ties back to IPS' core values, with alignment to key structural elements of the school day that allow for restorative follow-up (i.e. Mentor Time, Circle). Administration of discipline is done fairly and equitably with multiple stakeholders responsible.

Discipline data is reviewed by grade-level and leadership teams to identify any trends or concerns in the equitable administration of discipline at IPS. Involving all stakeholders in the discipline process, including the early involvement of parents, ensures fairness and equity in discipline at IPS.

5. Distribution Plan

The discipline policy will be shared with students and families through school information sessions for prospective applications, orientation activities (i.e. at Impact Institute), in the Family and Student Handbook, and ongoing mentor communication. IPS acknowledges that some families will have experience in schools in which punitive discipline is upheld, and addressing concerns will require discussion, training, and a commitment to partnership from parents. Translation services will be provided for families in need of the discipline policy in their preferred language.

Students are informed of the discipline plan using age-appropriate adaptations of the policy (e.g. in **Part 1** of this section for the student-friendly Impact Commitments and consequences). Instructional faculty utilize Impact Institute to introduce key discipline components, while building a community of trust and shared responsibility with a focus on establishing classroom culture during the first six weeks.

Section 13: Educational Program Capacity

1-2. Leadership Team Capacity and Qualifications

Impact | Renton will be led by a dynamic, experienced Leadership Team. Four IPS Home Office Faculty and a Board experienced in planting and maturing high-performing schools will support key school leadership positions, along with other support personnel (see **Attachment 17** for those positions). The collective team has the capacity and commitment to successfully implement the school design. Résumés for leadership team members can be found in **Attachment 12**.

Jen Davis Wickens, CEO, brings a wealth of educational experience to IPS. With roots as a teacher in Seattle (SPS) and Highline Public Schools, she served as the Founding Principal of Impact Academy of Arts & Technology in California. She was promoted to VP of Teaching and Learning, overseeing Principals and leading professional development (PD). Upon returning to Washington, she led principal PD for SPS before co-founding the Washington State Charter Schools Association. She selected and supported WA's first home-grown charter leaders and recruited Summit Public Schools, later becoming their Chief Regional Officer. She launched Washington's first charter high schools and secured funding, facilities, leadership, and faculty for the region. She managed the Summit WA Board and led external affairs, overseeing all elements of the operational, financial, and academic components of the region. She earned an M.Ed. from Seattle University, Principal certification from New Leaders for New Schools, and was a Stanford Principal Fellow. As CEO, she provides organization-wide oversight, drives vision alignment and leads accountability with the Board of Directors to ensure Impact | Renton is fulfilling its key mission and meeting milestones.

Kristen McCaw, Chief Financial Officer and Chief Operating Officer, brings powerful expertise in leading sustainable, student-focused growth for schools across the country. As Chief Operating & Diversity Officer at Summit Public Schools, she led innovative teams that supervised talent, technology, operations, data, real estate, development, and diversity, equity, and inclusion. She also served as Chief of Staff and was responsible for opening new schools, implementing the policy agenda, and driving advocacy efforts. Kristen worked at the California Charter Schools Association crafting a regional growth strategy and provided guidance on school design and development process, supporting the launch of 24 schools. As CFO/COO, Kristen will oversee the Accounting, Operations and Talent teams that provide support to school leaders at Impact | Renton. She also coaches the Director of School Operations to ensure operational excellence and helps steer the DEI components of faculty development, leveraging her expertise as a former Chief Diversity Officer.

Abigail Cedano, Chief Academic Officer, has over a decade of working in high-performing charter schools and networks across the nation. Rooted in her experience as a lower elementary educator, Abigail has led multiple schools to incredible academic success, scoring in the top 3% on state testing while serving as an assistant principal and principal at Success Academy. She has served as a founding school leader and manager of multiple schools as the Head of Schools for Summit. She brings expertise in elementary academic practices, assessment, leadership development and school culture. As the previous Head of Instruction for IPS, she cultivated and refined the academic model for implementation at Impact | PSE. As CAO, Abby will support the Impact | Renton principal with curriculum refinement, social-emotional program implementation, professional development and vertical alignment of the education program.

Alex Horowitz, Regional Director of Schools - South Puget Sound, has teaching and administrative experience in closing the achievement gap for over 11 years. As Regional Director at Summit Public Schools, Alex managed college programming that led to 100% of seniors accepted to four-year colleges across Washington's Summit schools, led cross-site SBAC improvement plans contributing to 20 point growth at Summit Olympus and Summit Atlas significantly outperforming neighboring schools. As a

principal, he co-led Summit Olympus' efforts in increasing staff retention by 36%, outperformed the state by 25% on Washington Comprehensive Assessment of Science, and outperformed the neighborhood school by 12% on the state ELA assessment. As Regional Director of Schools, Alex will provide direct coaching support to the Principal of Impact | Renton and other key instructional leaders.

IPS Board Members are also key leaders in implementing the school design. Board Member résumés can be found in **Attachment 14**.

Summary of Expertise & Qualifications

Leader	School Leadership, Administration & Governance	Curriculum, Assessment & Instruction	PD & Performance Management	Cultural Competence/Inclusiveness	Family and Community Engagement	Special Populations	Finance/Operations	Managing Legal
Jen Davis Wicken s (CEO)								
Kristen McCaw (CFO/C OO)								
Abby Cedano (CEO)								
Alex Horowitz (RDS - PS)								
Sara Morris (Board)								
Micaela Razo (Board)								
Tatiana Epanchin (Board)								

Daniel Zavala (Board)								
Noah Wepman (Board)								
Patrick Methvin (Board)								
Todd Meldahl (Board)								

3. Community Relationships

Through community outreach efforts beginning in 2017, Impact Public Schools has built ties to the target community in Renton. A robust Community Outreach Ambassador team, which includes IPS parents and multiple Renton community members, are positioned to lead the school's inclusive outreach and engagement strategy to continue fostering strong relationships.

All four of the aforementioned IPS Home Office leaders have developed and cultivated community partnerships in Renton through their leadership opening Impact | Puget Sound Elementary in Tukwila and during the community engagement process for the Impact | Salish Sea Elementary charter application, during which IPS explored the possibility of locating the second school in Renton. These relationships have been nurtured and sustained through continued engagement, most recently engaging these partners in Community Design Sessions this winter. These relationships include:

1. Renton Area Youth & Family Services
2. Congolese Integration Network
3. Renton Education Committee
4. Highlands Community Church
5. Iglesia Vida
6. Childhaven - Renton
7. Cascade Public Schools

Additional organizations and details regarding their relationship with and support of Impact | Renton can be found in **Section 2** and **Attachment 3**.

4. School Leader Hiring Timeline, Criteria and Process

Impact Public Schools runs a Leadership Fellows program that prepares exceptional Impact teachers to assume school leadership positions. Leadership Fellows engage in a yearlong course of study, combining professional development sessions with job embedded experiences. Fellows are trained in essential skills

tied to Impact’s Leadership Rubric, focusing specifically on instructional leadership and implementing positive, culturally responsive school culture systems. Throughout the year, Fellows have the opportunity to practice and refine these skills through facilitating site professional development, leading grade level teams, mentoring colleagues and more. Fellows who gain proficiency in critical leadership skills will be preferred applicants in the Principal, Assistant Principal and Director of School Operations pools, depending on preference, skills and experience.

Impact Public Schools has a pool of school leadership talent that lives in Renton and the surrounding areas. This pool includes leaders who have completed principal training from high performing charter and university partners, served as assistant principals in high performing charter networks, and demonstrated proven results in closing the opportunity gap in their classroom and leading their Grade Level Teams.

Impact’s Regional Director of Schools, Alex Horowitz, is an experienced principal and principal manager who has built, coached and managed high performing schools and will provide coaching and support to the school leadership of Impact | Renton. Alex will lead a thorough and thoughtful process with the Renton community to select the principal and school leadership team. Families will engage in the final steps of the process and will play an active role in the Finalist Simulation Day on the family panel, student panel and family role plays. In addition, community stakeholders will participate in the mission/vision simulation to provide feedback on each candidate using Impact’s school leadership rubric. Together, IPS and the community will co-select and name the school leadership team to successfully lead the mission/vision of the school by March 2021.

Criteria for Principal Candidates

IPS’ criteria for Principal candidates is fully outlined in **Attachment 11**, however the below table highlights key criteria for school leadership, including pre-existing skills, skills to develop and ways to retain top leadership talent. **Section 21** details additional staffing plans, hiring, management and evaluation tools, including the school leader evaluation tool found in **Attachment 22**.

Attract strong candidates who possess...	Develop world class talent through...	Retain a long-term commitment through...
<ul style="list-style-type: none"> IPS SEL skills with emphasis on growth mindset and DEI High expectations Collaboration Comfort with ambiguity Track record of providing high-quality school leadership, including gap-closing student results Deep literacy, math or project-based learning expertise 	<ul style="list-style-type: none"> Over 40 days of paid PD through Summer Institute, Friday afternoons, Org-wide Data and PD Days, Team Data Dives Weekly 1:1 instructional coaching with Regional Director of Schools Excellent school visits Collaborative relationships with IPS school leaders on other campuses 	<ul style="list-style-type: none"> Actualized mission/vision through strong results Personalized pathways for career growth Opportunity to launch and drive mission of a growing school Strong Home Office support SEL circles for adults to build a tight-knit, highly-supportive adult culture

Principal Recruitment Plan

As mentioned previously, IPS already has a pool of interested, prepared school leadership talent that lives in or near Renton, including one faculty member currently in the Leadership Fellows program. In addition, IPS will continue to actively recruit high-quality candidates through targeted efforts both locally and nationally. To attract diverse and local candidates for leadership positions, IPS first solicited feedback on the recruitment plan from faculty of color. IPS' strategy is to share leadership opportunities with local networks, leverage a strong referral system to connect with the community, and attend career fairs for educators and leaders of color.

Timeline & Process for Principal Hiring

Below is a timeline for recruiting, hiring and onboarding the Impact | Renton school principal. This process will involve IPS Home Office Leadership, Impact | PSE and Impact | SSE School Leadership, Instructional Faculty, Board Members and current or prospective families/students. At present, there are 6 internal candidates engaged in the IPS Leadership Fellows program who meet the aforementioned criteria and will be encouraged to apply for the position. IPS will continue to source external candidates in addition to the internal Leadership Fellows.

Date	Process
June 2020	Formal Recruitment Efforts Begin
September 2020	Resume/Cover Letter Screenings (ongoing)
October/November 2020	Initial Phone Interview and Performance Task Completed
November/December 2020	Initial Simulation Day with classroom observations, equity interview and data-analysis tasks
Early January 2021	Finalist Simulation Day with family/student panel and family role play scenario
Mid-January 2021	Follow-Up Interview and Formal Reference Checks completed
End of January 2021	Offer made to Impact Renton Principal

5. Other Leadership Positions

IPS will also actively recruit and hire an Assistant Principal and Director of School Operations to serve in leadership capacities for Impact | Renton. Following a similar timeline and process to the Principal position, IPS will identify high-performing operational leaders both locally and nationally. It is of utmost importance that the Impact | Renton Principal, Assistant Principal and Director of School have complementary skill sets; therefore, the performance tasks and simulation days will be customized to identify those necessary skills. The Impact | Renton principal will help select the Assistant Principal and Director of School Operations through a simulation day that includes internal and external stakeholders, similar to the aforementioned Principal simulation process.

CATEGORY 2: ORGANIZATIONAL PLAN AND CAPACITY

Section 14: Legal Status and Governing Documents

1. Legal Status

IPS constituted itself as a Washington nonprofit corporation pursuant to Washington law. IPS is a 501(c)(3) tax-exempt organization with an effective date of incorporation of October 4, 2016. IPS was notified of exemption from Federal Income Tax on January 24, 2017, effective on the same date of incorporation. IPS's Articles of Incorporation state:

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

Impact | Renton will be operated by IPS. IPS is governed pursuant to the corporate bylaws adopted by the IPS Board, which are consistent with the terms of this charter and all other applicable laws. IPS's governance documents, including articles of incorporation, proof of nonprofit and tax-exempt status, restated and amended bylaws, a signed Statement of Assurances and Board-approved policies, are included in **Attachment 13**. IPS will provide services to Impact | Renton in back office/financial and operational support, school leadership coaching, professional development, technology, etc. as per the terms of a Service and License Agreement to be negotiated with the Principal at Impact | Renton and the CEO at IPS; the services agreement will also include licensing rights from IPS to Impact | Renton. Such agreements allow skilled educators to focus their efforts on providing a high- quality learning experience while leaving support functions to be completed by equally skilled central office staff members.

Impact | Renton shall operate autonomously from the Commission and neighboring school districts, with the exception of supervisory oversight as required by statute.

2. Subsidiaries and Business Endeavors

There are no subsidiaries owned or affiliated with the nonprofit submitting this charter school application. The nonprofit that is submitting this application is not involved in any other organizational/business endeavor outside of the operation of charter schools in Washington state.

3. Growth Plan

IPS currently operates a school, Impact | Puget Sound Elementary (PSE) in Tukwila, Washington and will continue to follow the 10-year growth plan outlined in the initial charter application for Impact | PSE submitted in 2017. Impact | Salish Sea Elementary has been authorized and will open in August 2020 as the second charter school operated by IPS. Impact | Renton will serve as the fourth IPS school, opening concurrently with the third IPS school, Impact | Tacoma, in 2021. The IPS growth plan includes eight charter schools in two regions throughout Washington, including the Puget Sound region and Eastern Washington to serve over 4,000 students. The addition of Impact | Renton follows the original growth plan with the goal of closing the opportunity gap across Washington. As IPS serves more students, roles will be added to increase capacity. See the year 5 organization chart in **Attachment 17**. Ultimately, IPS plans to be operating eight schools by SY2025-2026.

A network of high-performing schools will not only serve the students and families of Washington better, but will provide IPS with the economies of scale required to be a robust, healthy organization. IPS is proud

to be a Washington-based nonprofit organization with no plans or aspirations to expand out of state.

Section 15: Board Members and Governance

1. Approach to Governance

Impact | Renton is governed by the IPS Board of Directors that, in addition to holding the school's overall legal, financial, and fiduciary responsibility and being the entity to whom the charter is granted, provides external accountability, internal oversight, and mission-based leadership. The IPS Board has strong local control over Impact | Renton and all other charter schools IPS currently and will eventually operate in Washington. The members are mission-driven, culturally competent, locally connected, and adept in the skills needed to oversee successful charter schools. The Board is not involved in daily school operations, dealing with personnel issues or addressing individual student issues unless escalated through the formal grievance and complaint process, as outlined in **Section 18**.

2. Governance Structure & Primary Roles

The Board consists of three to thirteen members. IPS operates with the intention of maintaining a robust board of at least ten members at a time. Each member will serve a three-year term. Terms may be served consecutively and the number of terms is unlimited.

The primary role of the Board is one of oversight and management of the CEO. In addition to supporting the CEO, the Board:

- Develops, monitors, and implements the school's strategic plan, in conjunction with school leadership.
- Establishes, implements, and enforces or delegates the implementation of school policies set forth in the school Bylaws.
- Endorses the mission that drives the school's goals, programs, and services in alignment with the needs of the target population and reviews it regularly for accuracy.
- Ensures that criteria are in place to evaluate new mission-aligned initiatives and resource opportunities.
- Holds responsibility for monitoring school performance, including charter compliance and other governing documents; takes actions necessary to satisfy obligations under Washington and other applicable laws.
- Reviews outcomes and metrics to provide active oversight of the school through annual performance goals for academic success, student engagement, and financial performance.
- Confirms/selects, and holds the CEO accountable (if necessary, dismisses).
- Approves hiring of Impact Principals.
- Supports, reviews, and evaluates the CEO's annual performance; provides oversight and guidance of the CEO.
- Approves contract negotiations and renewal.
- Manages resources effectively; approves annual budget, monitors finances, conducts long-term financial and strategic planning to ensure effective allocation of school resources.
- Ensures proper fiscal controls and initiates audits of the school's records as required by law and as otherwise prudent.
- Hires the school's auditor, reviews the annual audit and adjusts policies.
- Adheres to Bylaws.
- Decides policy matters by majority vote; a formal record of its proceedings are maintained and made available for public review and inspection.
- Works to increase the organization's standing in the community.
- Evaluates its own success through annual Board evaluation, including self-evaluation.
- Assists in fundraising, public grants, and private donations.

The CEO provides a monthly dashboard to the Board in advance of every meeting, which is used to evaluate progress toward meeting academic, operational, and financial goals.

3. Composition, Powers & Duties of the Board

At present, there are seven active members of the IPS Board. Specific skills, constituencies and areas of expertise for each Board member are outlined in **Part 5** of this narrative. The members of the Board select the officers of the Board. The officers are President, Secretary, and Treasurer, who each hold powers and duties as prescribed by the Board and Bylaws (**Attachment 13**) and perform as the Board prescribes.

President/Chair, subject to Board control, is a crucial strategic partner to the CEO. The President collaborates with the CEO, helps prepare meeting agendas, and is the liaison between the CEO and the Board. The President appoints committees; provides general supervision, direction, and control of school affairs; and, presides at Board meetings.

Secretary keeps Board and committee meeting minutes, noting the time and place, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; keeps school's charter and Bylaws, with amendments; keeps copy of the school's incorporation and tax status filings and documentation; gives notice of the Board and committee meetings as required by the Bylaws.

Treasurer keeps adequate and correct accounts of the school's properties, receipts, and disbursements; makes the books of account available at all times for inspection by any Trustee; disburses the school's funds as the Board directs; renders, no less frequently than once every fiscal year, an account of the school's financial transactions and financial condition; prepares reports on financial issues required by an agreement on loans; and, serves as chairperson of the finance committee.

4. Structure & Outcomes

The Board is structured to guarantee proper school oversight and ensure educational, financial and operational success. The committee structure (outlined in **Part 6** of this section) enables Board members to exact their expertise in areas of need to best support IPS schools. Committees are structured to provide space and time to dive deeply into relevant metrics to ensure proper oversight and recommendations are made by or to the Board.

Comprehensive evaluation is a core job function of the IPS Board, as listed in **Part 2** of this section. The Board engages in annual self and Board evaluation protocols designed to measure success as contributing individuals and as a team. Time is dedicated during select Board meetings to fine-tune the self-evaluation protocol, receive training on its administration and to complete the evaluations. Results are shared annually to the Board at-large and inform the capacity-building cadence (see a sample in **Part 8** of this section). The Impact Public Schools Regional Director of Schools directly evaluates IPS school leaders (i.e. principals) and recommends principal staffing and hiring to the CEO and Board based on the rubric found in **Attachment 22**.

The Board is responsible for a formal evaluation of the CEO annually. The following are included in their review:

- Board review: The Board uses the High Bar Evaluation Tool. All board members are invited to be reviewers.

- External review: Five external reviewers are also invited to complete the High Bar Evaluation Tool (partner, funder, peer, direct report, parent) to provide 360 degree feedback.
- Self-evaluation: CEO completes a self-evaluation using the High Bar Evaluation Tool
- Data: Student outcomes and school climate survey data supplement the High Bar Evaluation Tool

Timeline	Protocol
May	Board Chair initiates the CEO evaluation process
May/June	High Bar Evaluation Tool is administered and additional data points (i.e. progress on organization-wide and Commission-specific goals) are collected
June	The Board evaluation lead creates a summary memo to share with the CEO
July	Results of all evaluations are discussed with the full board during executive session
July	An in-person meeting is held with the CEO to share Board evaluation results
July	Goals and an action plan are created for the following year, which also inform the selection of data points used in the next evaluation period

Parental involvement is expressed through the school's parent organizations (School Advisory Council and Village Action Committee) and other advisory bodies (**Section 17**). Parent input is communicated to the Board through, as appropriate, the CEO and Principal. The Advisory Bodies are diverse, represent parent and community perspectives and interests, and ensure that the school is responsive to differing cultural backgrounds and viewpoints within the community. Providing a pathway for Advisory Bodies to provide feedback and input to the Board helps ensure that board members participate in the creation and maintenance of a culturally responsive education system.

5. Membership

Board Members represent a range of knowledge and skills. Diverse representation ensures that the members have the experience required to provide oversight of the school's finance, operations, and administration and ensure educational and operational success. Board diversity ensures the cultural competence that is needed to improve practice to serve all students and families.

The IPS Board currently includes the following Board Members. Each member's Information Form and Résumé can be found in **Attachment 14**:

Sara Morris (The Beecher's Foundation) brings expertise in development, nonprofit management, strategic planning, financial oversight, and significant Board experience. As the former CEO of the Alliance for Education in Seattle, she joined the Board because of her commitment to public service, belief in Impact Public Schools' mission, and desire to close the opportunity gap.

Micaela Razo (QuantumEd) brings expertise in policy, community engagement, finance, political strategy, accounting, and business strategy. As a strong community activist in the Yakima Valley, she joined the Board to help with the expansion of educational opportunities and choices for diverse populations. She will help IPS expand in eastern/central Washington.

Tatiana Epanchin (Catalyst Public Schools) brings expertise in elementary school design, school finance, diversity/equity/inclusion training and leadership coaching. As former Superintendent of Aspire Public Schools, a high-performing charter management organization in California, and co-founder of Catalyst Public Schools, a new charter school in Bremerton, she joined the Board to ensure IPS scales with quality.

Daniel Zavala (Building Changes) brings expertise in education law with a background as a bilingual special education teacher. After teaching, he earned his law degree at the University of Washington, working with the Washington State Attorney General's Office in the Education Division. He joined the Board to help IPS with advocacy and policy involvement.

Noah Wepman (New Leaders) brings expertise in public education finance, having served as a Senior Program Officer at the Bill & Melinda Gates Foundation, focused on the way K12 systems use the resources of time, people and money to support their instructional priorities. Previously, Noah was D.C. Public Schools' Chief Financial Officer, serving as principal financial adviser. He joined the Board to expand IPS' financial capacity.

Todd Meldahl (KBC Advisors) brings expertise in real estate acquisition as a founding partner of KBC Advisors. His expertise surrounds developing complex facility strategies with a cross section of leadership teams. He joined the Board to source facilities in alignment with IPS's growth plan.

Patrick Methvin (Bill & Melinda Gates Foundation) Director of Postsecondary Success in the United States Program at the Bill & Melinda Gates Foundation, oversees work designed to significantly increase the number of Americans achieving a post-high school credential and eliminate educational attainment disparities by race and income. He previously served as Board Chair for the highly successful KIPP-WAYS Academy in Atlanta. Patrick joined the Board to support IPS' mission to close the opportunity gap.

The diversity of experience of each board member adds capacity in facilities, finance, community connections, and legal expertise. Each member shares a commitment to diversity, equity, and inclusion.

6. Meeting Frequency & Committee Structure

The IPS Board meets monthly, in accordance with [RCW 28A.343.380](#). Regularly-scheduled meetings are held at an IPS school or through a publicly-available conference line. All meetings are held in accordance with the Open Public Meetings Act (OPMA). IPS retains its own legal counsel when necessary, and purchases and maintains, as necessary, general liability, officers' and directors' property, Workers' Compensation, and unemployment insurance policies.

In addition to Board officers, a committee structure allows the Board to operate with great efficiency. Committees are comprised of members with diverse expertise and facilitate in-depth discussion and analyses, resulting in well-informed recommendations to the Board⁸¹. Committees meet between regularly-scheduled Board meetings.

Standing committees include the following:

- Finance Committee: Monitors financial records; oversees creation of financial statements for Board; reviews annual budget and makes recommendations to Board
- Facility Committee: Advises on facility decisions; supports with facility negotiations
- Recruitment and Selection Committee: Sources and recruits new Board Members

These standing committees are advisory bodies and report to the full Board. The Board may appoint one or more committees that include faculty, parents, community members, or other members of the public with varying areas of expertise. In addition, ad hoc committees may be established, per Board discretion, to focus and report on specific, time-sensitive tasks, and may be dissolved upon completion of the goal.

Committee members receive regular reports on key performance metrics to inform the prudent governance of the school.

7. Ethical Standards and Conflicts of Interest

The Board complies with all Federal, State, and local laws and recognizes that appropriate ethical standards serve to increase its effectiveness and their faculty as educational leaders in the community. The Board reviews any known potential ethical or financial conflict of interest violations promptly and thoroughly, complies with all required statutory obligations, and takes appropriate action to resolve violations. IPS has adopted a Conflict of Interest Policy and a Code of Ethics Policy (**Attachment 16**).

There are currently no existing relationships that pose a conflict of interest if the proposal is approved.

8. Increasing Capacity

Professional training and development enhance the Board's capacity to govern the school. Needs inform training, and topics include financial oversight, regulatory compliance, OPMA, effective communication, assessment, DEI training and strategic planning. Focused trainings are incorporated into the regularly scheduled Board meetings, through presentations by an external resource or IPS leadership, and may also include workshops, retreats, seminars, and e-training opportunities. Members may participate in seminars on a topic of special interest. To supplement development, each Member is scheduled to identify and share a publication with the Board that s/he has identified in alignment with current issues of relevance or best practices.

The Board attends an annual in-service retreat. New Board Members are mentored by experienced members. Training is provided twice per year on topics such as IPS's academic model, school administration, cultural competence, diversity, equity and inclusion, finance, facilities, effective governance, and legal governance and compliance. Below is a sample IPS Board professional development cadence. This plan and corresponding materials will be utilized for onboarding new members in the future.

Date	Topic	Participation
January	IPS Mission, Vision & Academic Model	All
February	OPMA Training	All
March	Capacity Interview Training	All
April	Effective Charter School Governance	All
May	Charter School Finance & Facilities 101	All
June	IPS Faculty Model	All
July	Authorizer & OSPI Reporting Requirements	All
August	Creating Balanced Instructional Faculty PD	All
September	Annual Data Analysis & School Performance Report Training	All
October	Diversity, Equity & Inclusion Training	All

November	Culturally-Competent Community Engagement Training	All
December	Title I and Federal Programming Training	All

Jen Wickens, CEO, has extensive experience with Board management and has coached aspiring charter school leaders in best practices. She co-leads on the creation of and delivery of Board development with the Board Chair.

With respect for the community voice and commitment to the organization’s mission, the Board works to screen and deliberately select individuals with demonstrated evidence of understanding the responsibilities and commitment required of Board members; a strong philosophical alignment with the mission and vision; and, deep-seated understanding of the needs of Washington students. Equally essential to Board Member selection is a set of specific qualities (i.e., strong personal/team skills, flexibility) and time. Potential Board Members are recruited based on existing need for expertise and diverse skills on the IPS Board. To continually assess the capacity of the Board and identify potential candidates to fill vacancies, the Nominating Committee will seek out and propose qualified candidates to the full Board. Member selection follows an interview process that probes these qualifications, skills, and experiences to ensure s/he possesses the qualifications and demeanor required to be an effective member. This process includes reference checks and ensures inherent conflicts of interest are avoided.

9. Transition to Formal Board

The current IPS Board is the formal Board.

10. Existing Nonprofits

This section is not applicable to Impact Public Schools. IPS is a nonprofit organization whose core mission is operating charter schools.

Section 16: Organization Structure

1. Organization Structure

The IPS and Impact | Renton organizational charts for Year 1, Year 5 and full IPS operational capacity are found in **Attachment 17**. The charts delineate roles and lines of authority for the Governing Board, organizational leadership, school leadership and faculty. Unless otherwise indicated, all roles are full-time.

Governance

Governance of Impact Public Schools and, subsequently Impact | Renton, will be managed by the Board who provides direction, leadership and control at a high level. The Board is not responsible for the daily operations of the schools. Additional details about the board's approach to governance, structure and responsibilities can be found in **Section 15** and in the governing documents found in **Attachment 13**. The Board is ultimately accountable to the authorizer.

Management

The daily management of the school will be led by the Principal, Assistant Principal and the Director of School Operations. The IPS Home Office will support each of these positions through 1:1 coaching and performance management necessary to ensure academic, organizational and operational effectiveness. School leadership will manage school-based advisory bodies, such as the Village Action Committee and School Advisory Committee. The Home Office Leadership will manage organization-wide advisory bodies, such as the Families for Equitable Schools team.

Staffing Plan and Structure

The structure of all Impact Public Schools, including Impact | Renton, is designed as a robust system to support daily school management while also driving the large-scale vision and mission of the organization. The network structure allows key supports to be provided to individual schools by dedicated teams. This ensures school leadership can focus on driving the education program priorities and directly serving students. As displayed in the organizational chart (Year 1), the Chief Executive Officer (CEO) will report to the IPS Board of Directors. The Principal will report to the Regional Director of Schools. The Assistant Principal will report to the Principal, with some additional support provided by the Regional Director of Schools. The Director of School Operations will report to the Principal and CFO/COO and will manage the School Manager (daily operations), as well as the Operations Assistant(s). Teachers will be overseen by the Principal and Assistant Principal. While individual schools are structured to be stand-alone organizations, collaboration across school buildings is highly encouraged as another form of lateral support. School leaders and faculty members will have opportunities to collaborate during school-wide data days and through ongoing analysis of student trends. While this is not a formalized reporting structure, it is an added level of school management and support that is not easily outlined by lines of authority and reporting in the organization charts.

The Regional Director of Schools presently reports to the CEO and will, in the future, report to the CAO. The CEO will also provide oversight of the Chief Growth Officer (CXO), CFO/COO, and Development/Communications Director. The CEO will manage the Manager of Community Engagement and School Design until the addition of the CXO, at which point the full Growth Team will be in place. Impact | Renton will contract with IPS for services, including (but not limited to) the following: financial/operational back office support, school leadership coaching, professional development, public relations, fundraising, and technology support. These supports will be executed by various members of the Home Office team, including the Director of Finance. External partners (see **Section 20** for a full list)

that provide back office support will be managed by Home Office teams. Impact | Renton will pay an annual service fee each year for these supports.

Attachment 17 details the staffing structure, including lines of authority and reporting for the following:

- Year 1 of Operation (2021-2022): Outlines the IPS Home Office structure and the Impact | Renton structure during the opening year. It does not detail the structures of other IPS schools already in operation.
- Year 5 of Operation (2025-2026): Outlines the Impact | Renton structure during Year 5, which is also when the school reaches capacity. Only direct coaching roles from the Home Office have been included in this chart.
- IPS Full Capacity: This chart outlines Impact Public Schools at full capacity, when serving 8 total schools across Washington state. The Home Office structure depicted here will also be in effect during Year 5 of Impact | Renton's operation.

Section 17: Advisory Bodies

Three advisory bodies will serve as central partners in Impact | Renton's success with a focus on achieving our two-part mission: the School Advisory Council (SAC), the Village Action Committee (VAC) and the IPS Families for Equitable Schools Team. Each advisory body will meet the following criteria to ensure a diverse makeup that is representative of the student body:

1. At least 50% families of color
2. At least one male member
3. At least one member from each grade level

School Advisory Council (SAC): The purpose of the SAC is to gather critical feedback from families and teacher leadership on annual goals, family events and the model as the school grows to serve grades TK-5. The Committee will meet monthly and its concerns will be raised to the Impact CEO and Board as necessary, through the Principal. While school leadership leads this team and will make the final decisions on topics connected to the education model, family feedback is critical in their decision. Comprised of school leadership, teacher leadership and families that accurately represent the school's diverse demographics. Families are nominated for a SAC seat through a process that takes place at the first and second VAC meeting of each year, using transparent criteria for selection. Families commit to serving for one-year but may serve in consecutive years. The School Advisory Council will solve school-wide challenges together and provide input on the model as IPS adds grade levels. Each individual IPS school has its own SAC.

Village Action Committee (VAC): The VAC is a parent-led organization that focuses on parent education, planning/supporting community events (such as Multicultural Night and Field Day) and planning Teacher Appreciation. The VAC consists of families who accurately represent the school's diverse demographics, and reports to the Principal. It provides guidance on community needs, partnerships, engagement/enrollment activities, and aspects of the academic program. All meetings take place on individual IPS campuses and are open to all, including faculty and members of the community. Elected VAC leaders also attend and support the monthly Principal Coffee Talks. IPS is advertising this opportunity in its community meetings as it seeks to solicit interest and input from diverse membership based on the organization's core value around diversity, equity, and inclusion. The Village Action Committee model evolved from the Founding Advisory Council model used during the Impact | PSE planning year. Each individual IPS school has its own VAC, as evidenced by the organization charts found in **Attachment 17**.

Families for Equitable Schools (FES): The purpose of the Families for Equitable Schools Team is to lead the second part of the Impact Public Schools' mission by advocating for public policies that close the opportunity gap across Washington state. The team is comprised of one family member from nine legislative districts. The FES team is led by one parent and is continuously growing to accommodate additional legislative districts determined by the communities IPS serves. Families are compensated for their time coordinating, leading tours and advocating in Olympia. There is one Families for Equitable Schools team for the entire Impact Public Schools network, with representatives from each school. At present, the FES team reports to the CEO and may transition to report to the Chief Growth Officer (CXO) when IPS is at full scale.

Each of these advisory bodies has a unique vision, mission, purpose, responsibility, alignment to Brave Solidarity DEI principles and custom meeting cadence that align with the greater IPS mission and vision.

Section 18: Grievance/Complaint Process

The IPS team proactively addresses concerns of its stakeholders: students (represented by his/her parent or guardian), faculty, families, or affiliated community members. To nurture communication, faculty maintain interaction with families, and faculty are supported in ongoing one-on-one coaching. Board meetings are open to the public with time for public comment (per the Open Public Meetings Act). The public may directly address the Board to discuss school policies, decisions, procedures, and practices. Translation is provided to ensure all voices are heard.

Understanding conflict is part of any development or growth process. A complaint and conflict resolution process is an essential component of a strong communication model. IPS adopted an internal communication model/conflict resolution procedure, designed to:

- Encourage growth and development;
- Sustain a healthy community;
- Perpetuate a climate of collegiality, mutual trust, and respect;
- Resolve differences in a timely, objective, and equitable manner.

The first step is direct communication with the involved parties. Where reasonably possible, the concerned parties are encouraged to address their questions or concerns jointly and resolve conflict at the lowest possible level, including resolution attempts with the immediate supervisor.

Example:

ISSUE	ADDRESSED BY	WHO
Pedagogical		Teacher
Curriculum, Procedural, Operational, Policy		Principal
Personal/Communication Breakdown		Colleague
Task-related		Immediate Supervisor

In the event an informal resolution is not achieved or is not appropriate, there is a clearly-defined process:

1. If a stakeholder complaint is regarding a faculty member, it will be filed with, and heard by, the Principal (or his/her designee). The process includes: 1) Written description of the grievance (all known and relevant facts with supporting documentation) ≤ ten calendar days after the date via mail, electronic mail or hand; 2) Principal review of materials, investigation of facts; may request an interview of the involved parties; 3) Principal within one week's time, may call for more information; 4) The Principal provides a solution or explanation and non-binding recommendations concerning the disposition of the complaint; 5) The CEO considers the recommendations of the Principal and renders a decision; 6) If the CEO decides wholly or partially for the aggrieved, any remedial action is to be taken as expeditiously as possible.
2. If the complaint is with the Principal or if the complaint is with a decision made by the Principal, the complainant may file to the CEO. The steps above will be followed.
3. If the complaint is with the CEO or if it is an appeal of a decision made by the CEO, the complainant may file to the Chair of the Board who will then confer with the Board and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board. The Chair or investigator will report his or her findings to the Board for review and action, if necessary.

4. The Board, CEO, or Principal may take appropriate remedial measures to ensure effective resolution.
5. Complaints against an employee by an external party will follow the same steps. In the event that the Principal (or designee) finds that a complaint against an employee is valid, the Principal (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

Translation services are provided as needed throughout the process. All complaints respect confidentiality and non-retaliation.

The IPS complaint procedures are designed to be internally resolved within a timeline of no more than 30 days from the date the complaint was received unless otherwise agreed to by the complainant. Many grievances should be resolved within a shorter timeframe. Since the Board is ultimately responsible for school governance, the complaint process ends at the Board level. However, if a complainant is not satisfied with the Board's response, it may file an appeal to the Washington State Charter School Commission and/or OSPI. The school is committed to providing prompt, thorough, and accurate information to the Commission in such cases and will abide by any prescribed corrective action it deems necessary.

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

This policy cannot guarantee each problem will be resolved to the employee or community member's satisfaction. However, IPS values each stakeholder's ability to express concerns and the need for resolution without fear of adverse consequences to employment or connection to the community.

Section 19: District Partnerships

IPS shares a collective obligation with other public schools in Washington to ensure all children are offered a highly-effective education, which can only be accomplished through collaboration.

IPS reached out to the Renton Public Schools Superintendent, Dr. Damien Pattenauade to continue building a partnership with Renton Public Schools (see **Attachment 18**). IPS leadership previously met with Dr. Pattenauade in March 2019, during Impact | Salish Sea Elementary preliminary outreach period. Ms. Wickens, the Lead Community Outreach Ambassador for Renton and a founding parent of Impact | Puget Sound Elementary who lives in Renton met with Dr. Pattenauade on January 31, 2020 to learn more about Renton's progress on the Innovation Zone, share updated student data for IPS, and discuss future collaboration. In the meeting, Ms. Wickens and Dr. Pattenauade discussed the importance of highlighting the strengths in both organizations (IPS and Renton Public Schools) with the community and relying on an abundance versus scarcity approach to partnership. Shared norms were created to ensure both organizations are set up for success to serve students and families well.

In addition to meeting with Superintendent Pattenauade, Ms. Wickens and two Renton-based Community Outreach Ambassadors met with Mayor Armondo Pavone on February 3, 2020, who expressed a vested interest in a healthy partnership between IPS and Renton Public Schools. The team answered his questions related to the public charter school law and committed to being a strong partner in the community should the Commission approve the IPS application. The team invited Mayor Pavone for a tour of Impact | Puget Sound Elementary and encouraged him to attend an upcoming Community Design Session. Ms. Wickens agreed to update Dr. Pattenauade and Mayor Pavone on an ongoing basis regarding the development of an Impact school in Renton.

Impact Public Schools takes its role as an incubator of innovative ideas and practices seriously. Through this charter agreement, IPS agrees to fulfill the role as innovators who share best practices and to engage in collaborative relationships throughout the State to identify new models of success. IPS will:

- Engage in parent activities to close the State's opportunity gap for all public school students (see **Section 17** for additional details)
- 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 (**Sections 6 & 7**)
- Share professional development resources and invitations to participate in IPS PD opportunities
- Collaborate to design instructional scopes and sequences with feeder patterns

IPS looks forward to actively engaging in long-term partnerships that serve the needs of all students in Washington.

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

1. Education Service Providers (ESPs)

Impact | Renton will not contract with any Educational Service Providers (ESPs); thus, no ESP contract term sheets are provided in **Attachment 19**.

2-4. Proposed Partnerships and Contracted Services

IPS has key partners central to the school's operations and mission:

1. **System Six** and **Paylocity** will provide back office services including accounting, payroll, strategic financial guidance, audit preparation, and reporting support. **Attachment 20** includes the contracts and proposals from these partners.
 - a. These expenses will be paid by IPS using funds from the CMO Management Fee. See **Attachment 20** for anticipated costs of each service.
 - b. Criteria used for selection include:
 - i. Experience successfully building strong systems in the public sector (nonprofits, public sector agencies, charter schools) with strong references.
 - ii. Familiarity with Washington State regulations and/or demonstrated ability to understand new contexts quickly.
- b) **WSIPC** will provide support and hosting pertaining to the school's student information system, Skyward Qmlativ. The school also will use **SchoolMint** for student recruitment and to run the lottery, which will be paid by IPS using funds from the CMO Management Fee. **Attachment 20** includes a contract for these services.
- c) **True Measure Collaborative** will provide special education services, support, and training. Contract to be negotiated upon charter approval.
 - a. Anticipated annual cost is \$12,840 (see contract agreement with Impact | PSE in **Attachment 20** for reference)
 - b. Criteria used for selection include:
 - i. Familiarity with Washington's unique context in terms of policy, special education funding and reporting.
 - ii. Established long-term, meaningful relationships.
 - iii. Previous success in partnership with Impact | PSE.
4. **Washington State Charter Schools Association** for Strong Start professional development, parent organizing and advocacy support. Contract to be negotiated upon charter approval (see **Attachment 31** for summary of intended financial support).
 - a. Anticipated annual cost is \$5 per student, per year for a total of \$1,680 in the first year of operation.
 - b. Criteria used for selection include:
 - i. Established long-term, meaningful relationships.
 - ii. Previous success in partnership when launching Impact | PSE.
5. The school will continue to engage **Lavinia Group** for professional development, among other providers.
6. The school will solicit bids, but hopes to continue to engage **Harlow's** for student transportation, **Fresh N Local Foods** for food service, and **JaniKing** for janitorial services, as these entities have provided support to Impact | PSE. **Attachment 20** contains sample contracts for these services.

These organizations are central to the IPS goal of providing a world-class educational experience to students across Washington. IPS values these organizations for their deep expertise and shared commitment to diversity, equity, and inclusion.

5. Conflicts of Interest

At present, there are no existing or potential conflicts of interest between the school's leadership/management team and any affiliated business entity or partnered organization. Should a future conflict of interest arise, IPS will default to the Conflict of Interest Policy found in ***Attachment 16***.

Section 21: Staffing Plans, Hiring, Management and Evaluation

1. Faculty for School Development

Upon approval, the development of Impact | Renton will be led by the following team prior to opening. Instructional faculty will be onboarded in full by August 2021.

Role	CMO or Impact Renton position	Name	Commitment	Start Date	Compensation Source
CEO	CMO	Jen Davis Wickens	Full-time	Already on staff	Charter School Growth Fund Grant
CFO/COO		Kristen McCaw			
CAO		Abby Cedano			
Regional Director of Schools		Alex Horowitz			
Principal	Impact Renton	TBD		August 2020 - March 2021	WA Charters Planning Grant
Assistant Principal		TBD			
Director of School Operations		TBD			

2. Employment Relationship

All IPS employees are at-will employees, and IPS will outline all employee rights in the Faculty Handbook and posted employment policies. At-will contracts will be renewed based on demonstration of meeting or exceeding the requirements of individual positions and adhering to policies, procedures, and expectations outlined in the Employee Handbook. Impact | Renton will not use employment contracts.

Senior Administration and Staff Relationship

The relationship between Impact | Renton's senior administrative team and the rest of the faculty will be a collaborative one of shared leadership. The school Leadership Team consists of all home office faculty, plus the Principal, Assistant Principal, Director of School Operations and Grade Level Team Leads. The Principal is supported by the Regional Director of Schools, with CEO oversight (including participation in succession planning).

Impact | Renton's senior administrative team is responsible for the performance and development of all teachers and faculty. IPS identified the skills necessary for students to be ready for college and created

rubrics along which to measure students' growth at those skills. With the same method, IPS leaders and educators agreed on a continuum of teaching skills and created the "Everyone Grows" rubric (**Attachment 22**) for use by both school leaders and teachers to evaluate classroom performance and growth.

As further explained in **Section 22**, each faculty member will have an Individual Learning Plan (ILP), developed by the faculty member with the input and approval of the Principal. The plan identifies the teacher's present level of performance in each strand using the rubric, indicates the employee's annual goals for growth in one or more strand, how the goals will be measured, and what will define success. Additionally, a strategy for achieving the goals is designed and supported by IPS' professional development activities throughout the year. The school's senior-level administration faculty are responsible for utilizing this performance management structure to ensure support of school faculty.

3. Salary & Employment Benefits

Salary

New teachers will be compensated according to the IPS teacher compensation scale, which is based on years of experience and masters or national board certification. In alignment with the IPS Core Values of Brave Solidarity and Intention, the compensation scale is transparent to all. The CEO and Principal of Impact | Renton will carefully review new teacher resumes to make an accurate salary offer. They will ensure that offers and subsequent increases (for both salary ranges and benefits) are highly competitive with pay levels for similar positions throughout the region. Teacher salaries are set annually with the IPS Board of Directors and are based on analysis of years of experience, qualifications and current and projected salaries for Renton, Kent and Federal Way Public Schools. Average salaries are found in the table below. For specific benefits information, see **Attachment 29 - Budget Narrative**.

Position	Average Salary
Principal	\$127,308
Assistant Principal	\$92,219
Director of School Operations	\$84,872
Student Support Coordinator	\$47,741
School Manager	\$43,709
Operations Assistant (0.5 FTE in Year 1)	\$37,080 (for 1.0 FTE)
Lead Teachers	\$72,926
Special Education Teacher	\$73,641
Teaching Fellows	\$36,050

(non-certified intern positions)	
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Educators are incentivized to explore future career pathways through progressing along the IPS “Everyone Grows” rubric (**Attachment 22**).

All employees are incentivized to meet annual performance goals, which are rewarded with an annual 2% salary increase and are calculated from a salary based on years of experience and possession of a masters or national board certification. Annually, the Board will be presented with a cost of living adjustment (COLA) proposal for a total average salary increase of approximately 3% per year. Spot Bonuses (donated game tickets, restaurant gift cards, movie tickets, etc.) are provided when IPS employees demonstrate exceptional alignment to the IPS core values. Both incentives are built into the IPS strategy to ensure retention of high-performing talent.

Benefits

All employees who work at least half-time will receive health and other benefits (such as life insurance and retirement) through the School Employees Benefit Board (in effect January 1st, 2020). As public school employees, IPS faculty are part of the Washington State Retirement System.

4. Teacher Recruitment and Hiring Timeline

Impact | Renton will proactively target teachers from diverse backgrounds who display a burning passion to work with students and have proven results. The CEO, Regional Director of Schools and Principal will partner to conduct a wide-ranging, culturally-inclusive, nationwide recruitment campaign. The campaign will begin in Fall 2020 and will be conducted in two broad waves. The first wave will focus on priority candidate hiring of teachers, concluding in April 2021; the second wave will incorporate support and non-credentialed faculty, concluding in May 2021.

The campaign will utilize traditional and online methods: positions will be advertised at the top 50 Schools of Education across the country, in state and county job banks, and with highly regarded educational organizations (such as the Knowles Science Teaching Foundation).

IPS has established informal partnerships with Teach For America, University of Washington, Gonzaga University, and Seattle University, and is committed to eventually placing student teachers from these programs in Impact | Renton. To ensure diverse candidates learn about IPS opportunities, IPS will form connections with culturally diverse student groups at targeted educational institutions, and partner with culturally-connected nonprofit organizations throughout Washington, including those working for increased representation in the sector (e.g. Martinez Foundation). IPS is also broadening its pool of diverse, local talent, through an alternative certification route with a university partner in Renton to support Teaching Fellows’ growth to become fully certificated teachers.

Impact | Renton will also host a year-long schedule of events (both in person and online) to attract candidates, including hiring webinars and teacher development days.

Such a vigorous campaign will be essential to attract teacher candidates of a high caliber. IPS will define high-bar candidates as teachers in possession of a bachelor’s degree in their field, a Washington teaching credential or out-of-State equivalent, and a master’s degree in education. The last qualification may be waived in the exceptional event that a candidate possesses significant teaching experience or local knowledge that would make them equally effective. Each teacher will be hired specifically to meet both the academic standards of highly-qualified teachers across the country and the exacting personal and professional standards expected at Impact | Renton. It is of utmost importance that a large number of

faculty come from the Renton community. IPS will focus much of its effort in cultivating relationships with local talent who meet the selection criteria.

Throughout the recruitment and hiring process, IPS will adhere to a set of key selection criteria and indicators to assess a teacher's ability to serve the student population and be effective in teaching students identified as "at-risk." These criteria include:

- Demonstrated alignment and personal commitment to the school mission, vision, culture, and to the targeted student population in the selected community, with an emphasis on the value of diversity, equity, and inclusion.
- Highly-qualified status (in accordance with Elementary and Secondary Education Act) and K-5 certification.
- Strong content knowledge and pedagogy skills that match IPS vision.
- Experience implementing or passionate desire to learn how to integrate elements of personalization, SEL, and DEI.
- Deep roots in project-based learning and standards-based aligned curriculum design.
- Ability to assume accountability for classroom management and culture with a willingness to adapt classroom management style to meet the needs of the IPS students and animate our values.
- Demonstrated success (performance results) in holding all students accountable for high expectations.
- A firm understanding of, and ability to use, data to develop and implement targeted learning experiences.
- A recognition of the value added when vision, mission and values are shared by the whole community.
- Willingness to collaborate in professional learning communities; desire to learn and grow.
- Capacity and interest in chairing an extracurricular activity and engaging in school-based leadership opportunity.
- Commitment to serving an intentionally diverse school community.

Hiring Procedures

The Principal is ultimately responsible for hiring Impact | Renton employees. Input is gathered from stakeholders, including families and faculty through final round Simulation Days. 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 school's start date.
2. Complete one-on-one screening interview
3. Complete extended day of simulations and interviews, with reflection on simulations: Simulation Days include faculty and parent input scored on the IPS hiring rubric, as well as completion of a relevant data exercise.
4. Complete criminal background check and onboarding requirements: no IPS employee will begin work before the Home Office has reviewed a federal background check.

Criminal Background Checks

Board members, employees, and contractors at IPS are required to submit to a criminal background check and furnish a criminal record summary as required by Revised Code of Washington (RCW) 43.43.830-43.43.838. New employees must submit fingerprints and processing fees to OSPI for processing through the Washington State Patrol and FBI. The CFO/COO will monitor the compliance of this policy and report to the Board on a quarterly basis. The Board Chair shall monitor the fingerprinting and background clearance of the CEO, Principal, and CFO/COO. All volunteers shall be fingerprinted and receive background clearance prior to working with students. All volunteers not meeting unsupervised access

provisions outlined by RCW 43.43.830 will complete a Request for Criminal History Information (WSP-CRD-430). This will be processed through OSPI or the Washington State Patrol Washington Access to Criminal History (WATCH) system prior to being cleared to work at Impact | Renton. In its compliance duties, the CFO/COO or designee will review all new hire packages, including reference/background checks, and fingerprints, and will compare each package to a standard checklist, which will be developed with human resources policies.

5. Retention Strategy

IPS recognizes that high-quality teachers are one of the defining elements of a successful school. To that end, Impact | Renton, will recruit highly capable teachers, help them develop as professionals to reach their full potential, and provide a clear growth and leadership pipeline to retain them within the organization. Using the attract-develop-manage-retain strategy planning, Impact | Renton aims to achieve an 80% teacher retention rate of high-performing teachers, with a clear growth trajectory. Informed by The New Teacher Project (Tntp) report on teacher retention, IPS will implement the following to support retention of high-performing teachers:⁸²

- Hold high expectations for all educators.
 - Set clear, public retention targets for high-performing teachers.
 - Maintain positive working conditions that build trust and respect, including creating intentional schedules with opportunities for support and collaboration.
 - Invest teachers in a meaningful evaluation system.
- Conduct annual satisfaction surveys.

IPS offers teachers a career trajectory that spans a teacher's entire career from teacher fellow to lead teacher and beyond. This trajectory is not a straight line, but allows for teachers to take a variety of positions during their career, naturally transitioning based on their growth, strengths, and career goals. For those teachers who aspire to serve students outside the classroom, IPS will retain faculty by providing opportunities to transition into administration and technical support roles.

6. Termination

Termination policies and procedures are detailed at length in Impact Public Schools Faculty Handbook. Should an employee possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract. At a time designated by Impact, a supervisor may recommend non-renewal of an employment offer, effective at the end of the current school year. The reasons for non-renewal or immediate termination cannot be based on an employee's exercise of Constitutional rights, or based unlawfully on an employee's race, color, religion, sex, national origin, disability, or age. Recommendation for non-renewal or immediate termination may be based on any of the items listed in the Faculty Handbook.

In a termination or voluntary resignation situation, Impact's leadership team will conduct exit interviews to discuss an employee's reasons for leaving and any other impressions that the employee may have about Impact. During the exit interview, employees can provide insights into areas for improvement that Impact can make. Every attempt will be made to keep all information confidential.

7. School Leader Evaluation

The Impact | Renton Principal will set annual goals with the Regional Director of Schools in August before each school year based on his/her self-assessment and the Regional Director of Schools' assessment of the Principal's current strengths and growth areas on the IPS School Leader Skills Rubric (**Attachment 22**),

an internal rubric created by IPS, that marries high-quality evaluation tools (including the New Leaders for New Schools Principal Evaluation Rubric) with IPS' "Everyone Grows" rubric. Areas of student need that are identified through the school's data dashboard will also factor into the creation of the annual goals, and strategic plans will be developed for strong execution.

Throughout the year, the Principal and Regional Director of Schools will review student achievement data at the student, class, grade, and school level in order to monitor progress toward school-wide goals. Through weekly coaching conversations, the Principal will set smaller, weekly goals that align to the annual goal, to track progress, discuss necessary supports, highlight proof points, and shift strategy when needed. After each coaching conversation, the Regional Director of Schools and Impact | Renton Principal will complete a walkthrough to collect additional observational data on the quality of instruction and culture in alignment with the Principal's goals.

In January, the Regional Director of Schools and Principal will participate in a longer coaching conversation to reflect on progress thus far, name areas of concern, and celebrate success. In June, the Regional Director of Schools and Principal will have a summative evaluation conversation during which the IPS School Leader Skills Rubric is re-scored based on the year's input from coaching and observation.

8. Teacher Evaluation

At IPS, all educators are leaders and treated as such. While Principals lead faculty, teachers lead students. The skills required to perform both leadership roles are the same, though the level of execution varies. Thus, the teacher evaluation process parallels the school leader evaluation process described above, as does the evaluation tool. The "Everyone Grows" Rubric is designed to assess both leaders and teachers so that teachers can clearly see the skills required for their career trajectory to either a teacher leader role or an administrator.

Teachers will set annual goals with the Principal or Assistant Principal (AP) in August before each school year based on his/her self-assessment and the leader's assessment of the teachers' strengths and weaknesses on the "Everyone Grows" Rubric (**Attachment 22**). Areas of student need identified through diagnostic assessments will also inform the process of setting goals. The Principal, AP and teachers will collaborate to create an Individual Learning Plan (ILP) to support teacher development in goal areas throughout the year.

Throughout the year, the Principal and AP will conduct weekly or bi-weekly coaching conversations with each teacher to review student achievement data and track teacher progress toward meeting and exceeding their goals. Each week, the teacher will set and monitor progress toward incremental goals that contribute to achieving the long-term goal. Prior to each coaching conversation, the Principal and AP will conduct classroom observations (approximately 15 minutes) focused on the teacher's identified area of growth in order to provide specific, actionable feedback in the coaching conversation.

In January, the Principal and/or AP will have an extended coaching conversation and each teacher they are supporting to reflect on progress thus far, name areas of concern, and celebrate success. In June, the Principal, AP and their teachers will have a summative evaluation conversation during which the "Everyone Grows" Rubric is re-scored based on the year's input from coaching and observations.

Section 22: Professional Development

1. Core Components and Overview

Professional development (PD) is offered to recruit, retain, and develop a high-quality teaching force. Research shows: Teachers today are not satisfied with existing PD formats; and system-driven, compliance-based PD is not working for teachers or kids.⁸³ Instead, teachers describe ideal PD as relevant, interactive, delivered by someone who understands their experience, and sustained over time.⁸³ At IPS, PD is approached with these ideals in mind. IPS provides a PD program that is driven by the collective and individual needs and preferences of the faculty, and geared toward long-term learning to impact student achievement. IPS teachers play a role in selecting learning experiences that are impactful for them, and designing their own individual learning plans together with their supervisor.

Like IPS students, IPS teachers are empowered, self-directed learners. As a result, teachers help drive the innovative PD program which includes dedicated professional development days and opportunities embedded in teachers' daily schedules.

IPS' professional development program includes eight main components, listed below. The core components are parallel to core components for students and will enhance teachers' ability to implement the educational program and drive the school mission forward. In planning for various PD opportunities, the Leadership Team will cross-reference proposed programming with the mission and goals of the school to make sure they are in alignment. Student data and teacher observation trends are reviewed weekly by the Leadership Team to inform the PD scope and sequence, while instructional faculty use student data during weekly team meetings to measure progress and refine instructional initiatives. All core components are conducted on-site, although faculty have additional opportunities to attend PD conducted by external partners based on need and/or in alignment with interests.

Component of Teacher/Faculty PD (Individualized or Uniform)	Description	Timing
1. Individual Learning Plans (ILPs) Individualized	Teachers develop learning plans with Principal support, driven by a combination of interest and demonstrated need. Learning plans will also include content connected to the subject the teacher specializes in (e.g., writer's workshop, guided reading, guided math). In addition to developing instructional competencies, every ILP includes goals and action items related to diversity, equity, and inclusion. This process mirrors the student-mentor experience, aiding new teachers' ability to serve as strong mentors as a result of learning the process from a master educator.	Daily, ongoing (e.g. scheduled planning periods)

2. Classroom Observations & One-on-One Coaching Individualized	Each teacher's direct supervisor observes their classroom 15+ minutes each week, watching for observable criteria connected to the teacher's goals and ILP. The observation is one point of conversation during the teacher's weekly one-on-one meeting with their supervisor (see details in Section 21 and Attachment 22). Teachers also conduct quarterly observations of peers in their grade level.	Weekly
3. Faculty Friday Professional Development Individualized, with common sessions based on need	In addition to time devoted each day and week for work on ILPs, teachers have an extended block each Friday to engage in PD learning opportunities. This can include whole- and small-group learning experiences with regular time devoted to building faculty capacity in the collection, analysis and use of performance data to improve student learning.	Weekly
4. Data Days Data analysis and strategic planning	Faculty work in small groups to dive deep on student data and plan for upcoming instruction and intervention. Example: completing an IPS innovation cycle to iterate an element of the instructional model.	4-6 times per year (full days)
5. Faculty Brave Solidarity (DEI) Affinity Groups Individualized, in heterogeneous groups with common interests	Throughout the year, faculty participate in Brave Solidarity Affinity Groups. Faculty have a safe space to explore topics of race, identity, and diversity that impact the school community. Affinity Group topics are driven by faculty preference, and groups are led by faculty members.	3-6 times per year
6. Weekly Team Meetings Uniform format across weeks and teams, with individualized elements	See the table in Section 2 of this narrative for detailed breakdown of weekly team meetings.	Weekly
7. Impact Institute Uniform, with individualized elements	Faculty Summer PD occurs for three weeks prior to student arrival. Over these three weeks, time is reserved for home visits, classroom setup, planning, and learning plans. Meanwhile, faculty will come together to complete school-wide PD sessions that will help the school launch with a strong culture and foundation for academic excellence from the outset (Attachment 23).	Annual

8. Faculty Rites of Passage	Each Spring, faculty who are prepared to progress on the teacher career pathway based on ILP progress participate in a Rite of Passage portfolio presentation and defense during Leadership Meeting.	Annual, based on demand
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Note that all faculty members have ILPs and participate in DEI PD, Brave Solidarity Affinity Groups and Impact Institute. These structures support all faculty, not just teachers.

2. Schedule and Time Allotments

For a detailed schedule and description of professional development prior to Impact | Renton opening, see **Attachment 23**. This sample schedule depicts what a faculty member would experience during Impact Institute in August. For the 2021-2022 school year, there will be 15 full Impact Institute days (August) and 42 professional development days (5 full days and 37 half days throughout the school year) for faculty, totaling 57 days and over 300 hours annually. See table below, as well as **Attachment 23** and **Attachment 8**.

IPS has determined a PD Meeting Matrix to ensure that the calendar, schedule and staffing structure accommodate the defined PD plan. Teachers' daily schedules ensure common planning and collaboration time across grade levels and content areas. The table below outlines the time scheduled for these structures and how the time will be used.

Name of Meeting	Purpose	Timing & Frequency
Ed Team Meetings	<ul style="list-style-type: none"> Walkthrough for calibration, gather pulse of school, coach accountability and assessment of progress on priorities Identify school-wide trends and priorities to drive PD cycle Coaching check-in + problem solving Data review + student work study Debrief + next steps 	Weekly for 1 hour (Leadership Team only)
Planning Team Meeting	<ul style="list-style-type: none"> Plan GLTs and School Culture plans Provide feedback on PD scope and sequence and PD agendas Collective problem solving in teaching & learning or adult/student culture 	Weekly for 1 hour
Whole Faculty PD	<ul style="list-style-type: none"> Focus on school-wide priorities and content area development, including DEI 	Every Friday after early dismissal
GLT Meetings	<ul style="list-style-type: none"> Plan literacy, math and workshop curriculum Plan Showcase details Ensure projects are aligned to enrichment 	Weekly for 1 hour (afternoon) for each grade level

Faculty Circle	<ul style="list-style-type: none"> • Team culture & problem solving • Development of adult SEL skills 	Bi-weekly on Thursday afternoons for 1 hour
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3. Responsible Parties

The Principal, with support from the Chief Academic Officer and Regional Director of Schools, develops and implements the PD scope and sequence for the year. The Principal, Assistant Principal and Grade Level Team Leads plan and execute PD sessions with development from Home Office faculty as needed. Home Office faculty have extensive professional development experience (**Section 13** and **Attachment 12**) to support the implementation of an effective PD plan. The Principal selected to lead Impact | Renton will also have experience with effective leadership and faculty development (key skills detailed in **Attachment 11**).

The Principal creates a professional environment in which all faculty can drive their own development aligned with their professional goals. To this end, all faculty members are considered responsible parties in their own development. To facilitate this process, Impact | Renton faculty will follow a self-directed learning cycle similar to the ones students follow:

1. **Reflect** on their individual and collective strengths and weaknesses.
2. **Set goals** (annual, trimester, and weekly) to develop their practice and meet their students' needs.
3. **Make a plan** to efficiently meet these goals within a defined timeline.
4. **Execute the plan**, learning in ways that best match their needs and preferences.
5. **Demonstrate learned knowledge and skills** in their daily work, and by sharing them with their colleagues and peers from partner district and charter schools.

Reflections and progress for each cycle over time are recorded in the faculty member's ILP. The majority of IPS professional development will be conducted internally, however external partners (such as the Lavinia Group - **Attachment 20**) will occasionally lead development based on expertise and faculty need. The table in **Part 1** of this section outlines which core components of the professional development program will be individualized and which elements will be uniform.

Section 23: Performance Framework

1. Primary Interim and Formative Assessments

After thoughtfully defining exit standards (**Section 7** and **Attachment 7**), IPS educators recognized there is no single external measure that appropriately assesses a student's readiness for middle/high school or college. IPS believes statewide assessments are effective, yet incomplete. As part of a robust evaluation system, a combination of metrics and a data dashboard are used to track student achievement and ensure that IPS students meet/exceed proficiency, growth, and achievement goals as IPS prepares all students to meet their individual potential and for success in college-preparatory middle/high schools.

IPS teachers are responsible for administering regular assessments to monitor progress toward achieving personal and Smarter Balanced Assessment Consortium (SBAC) goals. To measure progress toward the school's mission and vision, IPS administers a combination of external and internal assessments. The data dashboard serves as an information source for teachers and leaders, which is in turn shared with students and families. IPS develops an assessment calendar to formatively assess student progress throughout the school year, and as an ongoing process that provides students with useful feedback embedded into their regular learning.

Formal and informal formative assessments permit IPS to measure student progress toward individual goals, confirming mastery of skills and concepts throughout the year. Performance on these assessments is used to tailor each student's education experience to meet individual needs. Teachers use the results to develop interventions; rethink instructional strategies based on student understanding; and expose students to samples of SBAC questions to gain familiarity.

Additional assessments may include teacher-made tests, daily exit slips, written reflections, quizzes, self-assessments, peer assessments, and interactive class discussion. Each is carefully designed to lead to defined student outcomes. TK students will be assessed using age-appropriate counting assessments, early literacy/math assessments, observational data and (after transitioning to Kindergarten) WaKIDS. The following interim and formative assessments are used uniformly across IPS schools to address instructional, evaluative, and predictive needs.

Assessment	Grades	Frequency	Purpose	Alignment
Fountas & Pinnell Baseline Literacy Assessment	K-5	Quarterly	Provides information about a scholar's reading level in the areas of accuracy, fluency, and comprehension. Allows teachers to target instruction during guided reading and provide appropriate scaffolds and extensions during shared text and other content areas.	Deeper Learning Habits Rubric
Math Interim Assessments	K-5	Quarterly	Determines a student's progress towards and mastery of grade level standards based on concepts taught. Provides the most accurate data on student strengths as well as gaps in learning. The data is used to drive daily instruction, small group support, and intervention. The final Math IA is cumulative.	CCSS-Aligned

Success for All	K-2	At the end of each unit (9 assessments)	Determines mastery of phonemic awareness and phonics skills according to the SFA curriculum and appropriate small group instructional level.	CCSS-Aligned
Close Reading Assessment	2-5	At the end of each unit	Assesses how students engage with high-quality, challenging texts. Determines how students read, comprehend, and evaluate increasingly complex text independently. Examines deep comprehension and understanding of the author's purpose and craft by responding to literature in writing.	CCSS-Aligned Deeper Learning Habits Rubric
SELWeb	K-3	Fall and Spring	SELweb assesses four social and emotional competencies: emotion recognition, social perspective-taking, social problem-solving, and self-control.	Compass Rubric Aligned

2. Measuring Academic Progress

IPS constantly monitors academic progress to develop action plans for individual students, set goals, reinforce practices, and provide rapid interventions. Progress monitoring informs student movement between intervention levels and flexible instructional groups. Assessment tools permit teachers to use achievement data to develop targeted instructional strategies and interventions while ensuring that students are working on level, outcomes are met, and specific needs are identified. Frequency of progress monitoring varies, as does implementation – one-on-one, small groups, or whole class. Consistency in assessment use and administration across all IPS schools allows for a long-term assessment of student academic progress in the education model at the end of each year and for the term of the charter contract. The assessments listed in the table in **Part 1** of this narrative are standardized across all IPS schools.

Data is shared with students through mentor check-ins, as well as with parents and families through bi-weekly touchpoints, mentor conferences and student portfolios. Teachers and leadership team members bring student data and work samples to weekly meetings to identify trends, inform flexible instructional grouping and prepare for relevant PD opportunities.

Summative Assessments

IPS students complete performance assessments through project-based learning. Final products selected for a student's portfolio are summative and represent mastery on indicators within the Deeper Learning Skills rubric, which evaluates student progress at the end of each academic year. Impact | Renton will proctor mandatory state assessments: SBAC in reading and math (grades 3-5); Measurements of Student Progress in science (grade 5); WaKIDS (kindergarten); and ELPA21 (ELL students). As discussed further in **Part 4** of this narrative, the NWEA Measures of Academic Progress (MAP) assessment is administered three times a year for all students in grades K-5. The data from these assessments, the aforementioned formative/interim assessments and report card grades, are used to determine if long-term learning goals are being achieved and provide a comparative snapshot of student achievement. This collection of assessments aligns with the goal of helping all students meet their full potential and gives teachers actionable data points throughout the year, as well as measurement of school-wide and program-specific progress throughout the term of the charter contract.

3. Data Collection & Analysis

All IPS schools utilize a robust assessment system to constantly measure students' progress along Deeper Learning rubrics. Students take daily assessments and constantly work on projects, both of which allow for continuous data collection on content or skills standard. The results of these assessments and projects are reflected in each student's personalized learning plan and shared through the data dashboard. This allows students to monitor their own progress with mentor support and share transparent data with parents, while giving teachers actionable data to inform their instruction and help students achieve their learning goals.

The PD discussed in **Section 22** is based on using data to drive decision making. Teachers learn how to analyze data that is actionable and can inform best practices. Since data is an integral part of driving the success of the school, the Principal works closely throughout the year to deliver a series of scaffolded trainings for teachers on how to access information tools and use data. These trainings range from guided practice training to deep-dive data sessions. All PD related to student performance is focused on best practices for using data to improve instruction and student outcomes, including qualitative and quantitative analysis, disaggregated analysis, and student work analysis. PD is designed to generate data tool self-sufficiency for educators.

Impact faculty meets weekly to analyze student data, set goals, and define action steps. Similar to the mentor/mentee coaching relationship, the Principal and Assistant Principal serve as teacher coaches to ensure that data drives coaching conversations. The Regional Director of Schools reviews data on a weekly basis with the Principal and the CEO reports the data at least six times annually to the Board to evaluate the school's academic performance. Data are reported to parents and the surrounding community during the annual IPS State of the Schools.

The IPS Home Office is responsible for maintaining the data systems used for analyses, including the IPS Data Dashboard, which is the primary internal source for data. The Principal is ultimately responsible for collecting, disaggregating, and analyzing the data with and for classroom teachers, leading PD and facilitating weekly coaching sessions to improve student achievement.

4. Norm-Referenced Assessment Data

All students, including those in K-2nd grade and those not eligible for the SBAC, take the NWEA MAP assessment in math and reading three times per year (Fall, Winter and Spring). This is an adaptive, nationally norm-referenced assessment, enabling the school to measure students' progress over time. NWEA provides growth norms that allow comparison of each student's growth relative to a nationally representative comparison group. The norms provide a context for understanding typical or atypical student growth over a school year or between varying intervals in a school year. It will also be used to predict proficiency on end-of-year state assessments. Data are disaggregated by standard/skill, allowing teachers to identify strengths and areas for improvement in students' learning. All data are used to inform and customize student instruction.

Student data is analyzed on an individual, programmatic (cohort), grade-level and school-wide basis to determine trends and identify gaps to be addressed. Families are informed in advance when testing will occur and results are shared with them using NWEA reports. Cohort, grade-level and school-wide results from NWEA are shared (without identifying student data) with several IPS funders, including New School Venture Fund. School-wide and program-specific trends are shared with all stakeholders, including families and community members, through a State of the School presentation and annual performance report.

Section 24: Facilities

Access to affordable, appropriate facilities is one of the most significant challenges facing new charter schools in Washington State. IPS is currently working to secure a facility that will provide an ideal learning environment: an effectively designed space to comfortably accommodate flexible instructional groupings and the academic program in the center of the targeted community. IPS has strong leads on a facility in Cascade Village in the Benson Hill neighborhood. The facility address is **17060 116th Avenue SE** in Renton, which is located on the #906 bus route with an accessible entry/exit path from 116th Avenue to facilitate student drop-off and pick-up by vehicle.

IPS is pursuing this location as the primary facility, while continuing to explore other options that meet the criteria for an ideal learning environment.

1-2. Requirements (Basic and Specialty Needs)

As provided in the following table, IPS estimates needing approximately 85 square feet per student at minimum. At full size, the facility will be divided into approximately 21 general education classrooms, 3 administrative office spaces, a teacher planning room, large common area (to serve as a gymnasium, lunchroom and full school assembly space), bathrooms, conference/meeting rooms, and shared specialty classrooms (such as movement or MakerSpace). The school anticipates needing roughly 40 parking spaces at capacity, as well as a student drop-off zone. The facility includes 80 total spaces, with additional ADA parking spots and a safe bus drop-off zone.

The following table illustrates the specific anticipated needs each year of operation. As there would likely be excess capacity in the building in years 1-3, IPS will actively explore opportunities to partner with local community organizations, day care programs and/or Renton Public Schools in the use of this space. Impact | Puget Sound Elementary has rented out excess space in the facility since 2018, which has allowed for extra financial security in the annual facility costs.

	Year 1	Year 2	Year 3	Year 4	Year 5
# of Students	252	342	426	510	594
# of Impact Renton Faculty	24.5	31	38.5	42.5	47
Approximate Square Feet Needed	21,000+	29,000+	36,000+	43,000+	50,000+
Administrative Office Spaces	2+	3+	3+	3+	3+
Teacher Planning Room/Faculty Lounge	1	1	1	1	1
Classrooms	9	12	15	18	21
Specialty Classrooms	1 Lunchroom/Large Common Area for all-school gathering 1 MakerSpace Room 2 Conference Rooms				
Student Restrooms In accordance with WAC 51-50-2900	4	6	8	10	12

Adult Restrooms	4	4	4	4	4
Outdoor Space/Playground	1	1	1	1	1
Parking Spots	25	30	35	35	40
Other:	1 Servery 1 Tech/Server Room 3 Janitorial Closets Safe drop-off/pick-up area				

Further, dedicated electric and network drops for wireless access are essential. To ensure the highest safety of students and faculty, additional security features will be considered upon identification. IPS estimates that annual facility costs will be roughly \$665K by year 4 of operation, based on the commercial offering memorandum, as well as average rent from existing schools in the region. The budget assumes costs for routine maintenance, janitorial, technology and wiring upgrades, as well as for campus beautification. The 2020-2021 IPS budget allows for architectural/renovation and real estate services needed to secure a facility that is compliant with all state regulations and codes. The facility (including parking spaces and bathrooms) will comply with all codes, acts, and requirements, including Americans with Disabilities Act, fire, health and structural safety.

3. Anticipated Administrative and Support Space Needs

Administrative space in the building shall include: 3 offices for the Principal, Assistant Principal, Director of School Operations and Learning Specialist; at least 2 multi-use conference rooms for meetings; 1 teacher planning room with a copy machine and adequate storage space. The building will also contain 2-to-3 small offices/meeting spaces for IPS team members and a server room for technology support. Kitchen space will support the food program and adequate storage space will be used to maintain clutter-free learning space.

4. Core Athletic Program Fulfillment

Impact | Renton will not have a need for locker rooms, weight rooms or specific athletic fields at this time. However, the chosen facility has approximately 5 acres of land with space to develop a soccer field and playground. In addition to outdoor space, a large common area will be used for physical education and movement programs. At times of inclement weather, students will utilize one of the indoor common areas.

5. Steps Taken

Washington Charter School Development, Inc. (WCSD), Charter School Growth Fund and Todd Meldahl - an IPS Board Member who leads facility acquisition for Amazon - have partnered with IPS in the search, acquisition, negotiation and development of Impact | Renton's facility. WCSD has expressed interest in partnering with IPS to secure the property. WCSD initially explored this facility as an option for a former Green Dot school and has extensive knowledge of the necessary renovations and advantages of this location. WCSD is in the process of proposing an arrangement to the current owner to hold the facility for IPS's occupancy in 2021. WCSD managed the renovation of Impact's first school, which opened on time in August 2018 and is currently housing 262 students and has issued a Letter of Intent to Lease for Impact | Tacoma. Impact | Renton will follow that strong track record of success.

Impact is engaging in a robust, grassroots community engagement process that mirrors the process and timeline utilized at Impact | Puget Sound Elementary, which received 309 applications for 168 seats available for 2018-2019 and has grown enrollment with a large waitlist for 2019-2020. **Section 2** and **Attachment 3** go into great detail about the engagement process that is underway. Prospective families have been identified through active community engagement work led by a local Renton Community Outreach Ambassador with deep ties to the community. IPS has built partnerships with early childhood facilities, daycares, churches and family support organizations that have hosted Community Outreach Ambassadors and recommended prospective families to IPS information and community design sessions (see **Attachment 3** for artifacts, petition signatures and letters of support).

6. MOU or Other Proof of Intent to Secure Facilities

Attachment 25 includes the following documents:

- Proposed floorplans of the renovated facility
- Exterior renderings of possible school design
- Secondary facility option located at 1415 Maple Avenue SW that also meets the minimum criteria for Impact | Renton

Section 25: Transportation, Safety and Food Service

1. Transportation

Impact | Renton students will receive transportation services in accordance with RCW 28A.160.150 - 28A.160.180, including those to mitigate hazards for walkers (RCW 28A.160.030). Based on the desired location and historical data of students attending charter schools, IPS anticipates that many students will walk, while others will take public transit or be driven. In the case of public transit, IPS will seek collaboration with Sound Transit to provide free/reduced cost passes. The school also intends to provide busing to ensure that a diverse group of families from the South Puget Sound area (including many Renton neighborhoods, Bryn Mawr-Skyway, and Kent) are able to attend. For these purposes, IPS will contract with a private transportation company as it currently does with Harlow's for Impact | Puget Sound Elementary. This responsibility includes transportation to and from school, off-campus field trips, athletic events (if applicable), and school-sponsored events. The budget assumptions are in line with local transportation quotes (and may be adjusted according to need). The CFO/COO will oversee the contract and relationship with service providers. IPS is sensitive to transportation needs and will work with families to address them. IPS will provide transportation dictated by a student's IEP and will abide by all state and federal regulations, including the McKinney-Vento Homeless Assistance Act to ensure transportation is no cause for absenteeism.

2. Safety and Security

Feeling safe is critical to a positive learning environment. Fully consistent with all federal, state, county, and city health and safety laws, IPS will provide a safe and healthy learning/work environment. All faculty will be trained in safety procedures in the event of an emergency. Further, upon securing a facility, or no later than 90 days prior to operation, the Board will adopt a comprehensive set of health, safety, and risk management plans and procedures. These will be created with guidance from the School Nurse Corps' Washington State School Staff Health Training Guide and the OSPI School Safety Center. Moreover, these policies will be developed in consultation with the school's insurance carriers and Seattle's Police, Fire, and Health Department requirements. The policies will be distributed as appropriate (and may be in handbooks). The facility will be equipped with an alarm system. If necessary, it may be equipped with security cameras and/or a security guard. Entry and exit from the school building will be monitored during the day – particularly upon opening. All doors, with the exception of the main office door, will then be locked. All guests must register at the main office upon entry to the building, and wear a badge with ID verification. Faculty will be equipped with badges. The plan will include a process for implementation and continual refinement with community partners.

Following is a list of some of the most critical safety and security guidelines:

- **Procedures of Background Checks:** Board members, employees, and contractors at IPS and Impact | Renton will be required to submit to a criminal background check and furnish a criminal record summary as required by Revised Code of Washington (RCW) 43.43.830-43.43.838. New employees must submit fingerprints and processing fees to OSPI for processing through the Washington State Patrol and FBI. The CFO/COO will monitor the compliance of this policy and report to the Board on a quarterly basis. The Board Chair shall monitor the fingerprinting and background clearance of the CEO, Principal, and CFO/COO. All volunteers shall be fingerprinted and receive background clearance prior to working with students. All volunteers not meeting unsupervised access provisions outlined by RCW 43.43.830 will complete a Request for Criminal History Information (WSP-CRD-430). This will be processed through OSPI or the Washington State Patrol Washington Access to Criminal History (WATCH) system prior to being cleared to work at the school. In its compliance duties, the CFO/COO or designee will review all new hire packages,

including reference/background checks, and fingerprints, and will compare each package to a standard checklist, which will be developed with human resources policies.

- **Role of Faculty as Mandatory Child Abuse Reporters:** All IPS faculty will be mandated to report child abuse and will follow all applicable reporting laws. They will be notified of this requirement during Summer Institute and in the IPS employee handbook.
- **Immunizations and Mandatory Health Testing:** Impact | Renton will adhere to laws related to legally required immunizations and a health screening for entering students and faculty pursuant to RCW 28A.210 and WAC 246-110. IPS's Board will adopt Seattle Public Schools required procedures for medical records and medication, with the exception of the over-the-counter medications Ibuprofen and Acetaminophen, which the school nurse (or designee) will be able to dispense, as needed, with parent permission.
- **CPR, AED & First Aid Training:** All IPS employees will hold current CPR and First Aid and AED certification.
- **Vision and Hearing:** Impact | Renton shall adhere to RCW 28A.210.020, 030, and 040, and Washington Administrative Code (WAC) 246.760 as applicable to grade levels served.
- **Blood-Borne Pathogens:** IPS shall meet state and federal standards for addressing blood-borne pathogens and other potentially infectious material in the workplace. Impact | Renton will establish a written infectious control plan, similar to Seattle Public Schools, designed to protect employees and students from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus. Whenever exposed to blood or other bodily fluids through injury or accident, faculty and students will follow the latest medical protocol for disinfecting procedures.
- **Drug-Free and Smoke-Free Environment:** Impact | Renton is a drug, alcohol, and smoke-free environment.
- **Comprehensive Harassment Policies and Procedures:** IPS is committed to providing a school that is free from sexual harassment, as well as any harassment based on such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. IPS will adopt a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment to include all interactions between and among students, employees, and volunteers.
- **Emergency Preparedness:** Impact | Renton shall adhere to an emergency preparedness and crisis plan drafted specifically to the needs of the school site in conjunction with law enforcement and the fire marshal. Emergency response will be part of Impact | Renton's emergency preparedness and IPS will have a system for internally locking down the building based on the facility. This plan includes the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If IPS assumes a facility that was previously a school, any existing emergency preparedness plan shall be reviewed and updated. All Impact | Renton faculty will be trained on site safety plans. IPS will act in accordance with RCW 28A.320.125(6) by practicing lock-down drills once per quarter and shelter-in-place drills and off-site evacuation drills once per year.
- **Facility Safety:** IPS will comply with WAC 246-366 (and WAC 246-366A, effective July 1, 2015) regarding environmental health and safety standards for school facilities. The school agrees to maintain visitor policies, test sprinkler systems, fire extinguishers, and fire alarms annually to ensure that they are maintained in operable conditions at all times. The school shall conduct the required number of fire drills required in accordance with RCW 28A.320.125(6).

3. Food Service

Impact | Renton is committed to providing healthy food service, including breakfast and lunch, at an affordable price for all students in adherence to state and federal nutritional guidelines. In July 2020, IPS

will solicit bids from food service providers and select the highest quality and most affordable provider. That said, IPS hopes to partner with Fresh & Local to deliver food service to Impact | Renton. Fresh & Local currently serves freshly prepared meals every week to K-12 schools throughout WA, including Impact | PSE.

The School Manager of Impact | Renton will work in partnership with the Director of School Operations to collect all necessary documentation from families who are eligible for free or reduced-price meals, and track meals via a point-of-sale system.

Section 26: Operations Plan & Capacity

1. Applicant Team Capacity

Impact | Renton is led by a dynamic Leadership Team that has successfully operated numerous high-performing schools. They are supported by an experienced faculty, Board, and expert partnerships. Each individual brings a strong set of skills, and the collective team has the capacity and commitment to successfully implement the Operations Plan. This Leadership Team successfully launched Impact | PSE, and each member -- Jen Wickens, Kristen McCaw, Abigail Cedano, and Alex Horowitz (resumes included in **Attachment 12**) -- will contribute their expertise in staffing, professional development, performance management, general operations, facilities management and state/federal compliance. The school's expert partners include Washington Charter School Development (WCSD), System Six Bookkeeping, Paylocity, WSIPC, and Summit Public Schools' Technology Director. The IPS Board has successfully launched one IPS school; maintained significant expertise in staffing, professional development, compliance and performance management; and expanded to include expertise in facilities and financial management.

The applicant team includes a highly capable, experienced school founder and nonprofit executive as CEO -- **Jen Davis Wickens** (see **Section 13** for more details). Ms. Wickens is an expert in launching, operating, and sustaining high-performing schools, managing academic programs, Board development, fundraising, operations, and finance.

In addition to Ms. Wickens' background, the robust capacity around staffing, professional development, performance management, general operations, and facilities management are as follows:

Staffing: Ms. Wickens, Ms. Cedano, Mr. Horowitz and Ms. McCaw have hired and retained hundreds of high-quality educators throughout their careers, including operations managers, teachers, and school leaders. They share a deep understanding of the type of person who will generate great results for IPS students, and are dedicated to recruiting a continuous, robust pipeline of exceptional talent for the organization. They will provide this support in partnership with Impact | Renton's founding Principal.

Performance Management and Development: From Ms. Wickens', Mr. Horowitz's and Ms. Cedano's experience leading Summit Public Schools Washington, and Ms. McCaw's experience managing data at high performing charter schools, this team has a broad view of how data should be leveraged to inform faculty development to improve student outcomes. They are committed to providing timely and efficient access to data to drive decision-making for every person in the organization; analyze, synthesize, and train staff on benchmark data; and track information needed to measure school goals. This team will manage Impact | Renton's Student Information System and data dashboard to support the school with information collection and dissemination. Performance management is inextricably tied to student data and Professional Development content, systems and structures available to instructional faculty (see **Section 22**). Ms. Wickens is a veteran educator who has led Principal and teacher PD for charter management organizations and districts nationally with a true understanding of the development needs of teachers and leaders. Ms. Cedano has led PD for high-performing charter management organizations, including Impact | PSE. Both have been intricately involved in the creation of the IPS academic model on which they train teachers. Mr. Horowitz has led Principal development and coaching for Summit Public Schools in Washington. Together, this experienced team will develop the vision for and coordinate the execution of 57 days of annual PD. Weekly on-site Principal development will be provided by the Regional Director of Schools.

IPS Board Member **Tatiana Epanchin**, former Superintendent of Aspire Public Schools, has extensive experience managing schools to close the opportunity gap. She will be a strong strategy partner for site-level performance management.

General Operations: In partnership with WSIPC, System Six Bookkeeping, and Paylocity, the CFO/COO will lead general operations, including payroll, accounting, and reporting (at the Board, Commission, state and federal levels) throughout the school and organization. **Kristen McCaw** (CFO/COO) has an extensive background in charter school management, new school startup, operations, facilities management, finance, compliance, and data. Ms. McCaw currently manages finance, compliance, and operations for Impact | PSE and oversees the operational start-up plan for Impact | SSE.

Day-to-Day Management of Facilities: The vast majority of the significant operational services will be provided by IPS team members. The IPS Leadership Team is experienced in running schools, having supported the opening and operation of six charter schools in the State of Washington (including three Summit Public Schools) and nine charter/district schools prior. Ms. McCaw (CFO/COO) has built a team of vendors and a school-based operations structure to serve Impact | PSE that will be replicated for future IPS schools (with exact vendors pending required bid process). Much of the daily school operations will be executed by the Operations team, including the Director of School Operations and School Manager, who report to the CFO/COO and are supported by the Director of Finance and Manager of Operations in the Home Office.

State and Federal Compliance: All members of the IPS Leadership Team have extensive experience with state and federal compliance. Both Impact | PSE and Impact | SSE have fulfilled all compliance requirements from OSPI and the Washington State Charter Commission with 100% compliance, timeliness and completion, including all pre-opening conditions (**Attachment 35**). The CFO/COO is responsible for all financial and operational compliance, including federal and state grant reporting requirements. Academic-related compliance measures (i.e. testing compliance) are supported by the Regional Director of Schools, Chief Academic Officer, Manager of Innovative Teaching and school-based Principals and Directors of Operations. Each leadership team member has an excellent record of compliance.

IPS will also continue to contract with the Summit Public Schools' Technology Director to build infrastructure and hire a technology team. Since technology and one-on-one computing is central to Impact | Renton's educational program, the Technology Team will:

- Maintain infrastructure
- Address user issues
- Purchase and set up equipment
- Ensure application development and integration
- Design overall technology strategy

2. Facilities Acquisition and Management

IPS is partnering with WCSD, a nonprofit real estate development organization that has extensive experience in facilities acquisition and management, having built over 45 charter school campuses. They have secured more than \$200M in financing and established relationships with lenders, including Community Development Financial Institutions (CDFIs) and banks. They partner with local architects and contractors (managing build-out and renovations) and work with public agencies to streamline approvals. WCSD will report to the IPS CEO. IPS Board Member **Todd Meldahl**, Founding Partner of KBC Advisors, has over 16 years of real estate experience and has handled over 500 transactions, including numerous high value transactions. Together, this team successfully managed the acquisition and improvements for

Impact | PSE to open on time in August 2018. The Impact | Renton facility will likely require renovations, which will be managed by WCSD (see **Section 24**) and closely monitored by the CEO, CFO/COO and Board.

CATEGORY 3: FINANCIAL PLAN AND CAPACITY

Section 27: Financial Plan

1. Systems, Policies and Processes

The following policies and procedures will be established by the Board of Directors, in conjunction with the CEO and the CFO/COO, to ensure that IPS follows all applicable local, state, and federal regulations regarding the use of public funds. The Board will continue to revisit these policies and procedures on an ongoing basis, but most specifically during the start-up period. Sample financial policies and procedures can be found in **Attachment 30**.

Financial Planning

The CFO/COO will work regularly with the Principal and IPS CEO to monitor the budget. In monthly meetings, the CFO/COO will train the Principal on financial management, analysis of budget versus actuals, variances, monitoring cash, and providing real-time access to all financial data. This is a tight, collaborative relationship in which the Principal has significant ownership over the school-site budget and also has an expert partner to ensure success.

After budgets are created by the CFO/COO and Principal, they will be reviewed with the Leadership Team at IPS, and the Board Finance Committee. Then each budget will be taken to the full IPS Board at a public Board meeting for approval. Budgets will be revised annually in the fall. In addition to presenting the one-year budget in detail, the CFO/COO also presents a multi-year model for context and planning. In addition to these roles, the table in the Roles and Responsibilities section summarizes the major financial responsibilities in the organization.

Accounting

IPS will follow all accounting procedures mandated by GAAP, FASB, and the State of Washington. Accrual-based accounting will be used with appropriate general ledgers codes, along with account segments capable of reporting on sub-categories such as revenue source, department, and other areas as required.

Purchasing

Faculty will seek the best price and quality of goods and services. Purchase orders will be utilized for all purchases above \$500, sent to a Purchase Request Validator (e.g. CEO, CFO/COO, Principal) for approval, and signed by the person reviewing the expense. Purchases must be approved by the CEO, CFO/COO, Principal, or Director of School Operations who will review for alignment with the Board-approved budget, necessity, and item/service selection. Expenditures that are inconsistent with the budget or would lead to a variance of greater than \$10,000 will require Board approval. For all purchases or contracts where the total will be greater than \$40,000, a rationale for choosing the vendor must be articulated. Ongoing contracts for purchased services must be approved by the CEO and CFO/COO, and may be signed by either.

For all purchases/contracts where the total will be greater than \$40,000, a rationale for choosing the vendor must be articulated. Impact | Renton will choose what they esteem to be the best deal, taking into consideration both quality and cost. All bids must be submitted in writing and stored with the final contract once the decision has been made. For single-source providers, written documentation of a cost analysis must be provided along with the contract. For non-public fund purchases/contracts above \$40,000, Impact | Renton staff must make a concerted effort to obtain a minimum of three bids and choose what they decide is the most compelling bid. For all public fund purchases/contracts above \$40,000, Impact | Renton must follow the WA State Competitive Bid Laws as required in RCW 28A.335.190. For Federal grants, the Director of Finance and/or CFO/COO must confirm the vendor is not

excluded by the System for Award Management (unable to receive federal funds via vendor payments) when applying purchases to grants.

Invoices will be reviewed and approved according to the procedures outlined below to ensure the items were properly requisitioned and maintained to document payment processing. Open invoices will be paid in a timely manner unless delayed payment is arranged through the vendor, in which case the school will meet payment schedules as outlined. CFO/COO or designee reviews invoices and monthly log and sends a request for validation to the designated Purchase Request Validator for each payment. The Validators will review items for consistency with the authorized budget and determine whether to validate the payment. Prior to payment, the CFO/COO and CEO (if not already done as Purchase Request Validators) review and approve the invoices. Accounts payable that have either not been validated or have not been certified will be forwarded to the CFO/COO for review and research, and may be resubmitted for validation and certification should the issues be resolved. For payments via check or ACH, the CFO/COO or Director of Finance, as the designated check signer, will release the payments upon review. Every month (frequency determined by the CFO), the accounting firm under direction of CFO/COO or Director of Finance prepares a listing of accounts payable that have been validated and submits them to the auditing officer for certification with the required certification language. For IPS, the auditing officer will be the CEO.

For approved payments, the CFO/COO will review and sign/approve outgoing checks or ACH payments. The CFO/COO and CEO are both bonded. The list of accounts payable and the record of certifications will be provided to the Board at the next regularly scheduled Board meeting for approval. The IPS Board will meet on the schedule required for approvals; currently this is monthly. The minutes from that Board meeting will include the Board approval language required by the School District Accounting Manual.

An IPS credit card shall be allowed for school purchases and travel. The CEO will be the cardholder. All credit card charges must follow ordinary procurement procedures. Credit card statements will be reviewed for proper documentation of each expense and processed monthly.

Employees shall be reimbursed for all necessary and reasonable costs associated with traveling for school business. All applicable receipts must be attached to a completed expense report. Reasonable costs of meals while traveling are reimbursable using standard U.S. government per diem rates for the city in which an employee is staying for one, two, or three meals per day, depending on the circumstances of a particular trip. Under no circumstances shall alcohol, personal expenses, or personal entertainment be reimbursed. Employees will be fully reimbursed for travel and lodging expenses on the understanding that: the rate falls under the limit established by the U.S. General Services Administration for the city in which the employee is staying and the employee has sought the most economical and practical lodging and travel arrangements, with due consideration given to available public transportation and proximity of the site of lodging to the local business site. For expenses incurred by the CEO, approval of the Board Treasurer is required for reimbursement.

If an employee uses his or her own vehicle for required business travel, reimbursement for mileage will be at current federal reimbursement rates for miles driven beyond those normally traveled to get to/from work. In addition, parking fees and tolls paid are reimbursable if documented with receipts for the expenses. Other transportation expenses such as taxis, rental cars, buses, and airplane tickets will be reimbursed for the actual and necessary costs incurred. Fines and parking tickets are not reimbursable.

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

Payroll

The hiring process is directed by the Regional Director of Schools and the Principal and is consistent with

the approved annual personnel budget. New employees must complete an application for employment, all necessary paperwork for payroll, and are fingerprinted consistent with state law. Fingerprint and background clearance must be received before any employee may start work. Employees accrue vacation and sick leave based on the Board-approved personnel policy.

The CFO/COO manages procedures that ensure accurate and timely preparation of timesheets for hourly employees. IPS contracts payroll services as a cost-effective method to ensure accuracy in payroll processing and reporting.

IPS values the unique contributions and commitment of each employee. The State of Washington is an at-will employment State so there will be no employee contracts; however, IPS leadership will develop a written handbook with specific guidance around expectations for both employer and employee, especially with regard to fulfilling the school's mission, vision, and values.

Maintaining Strong Internal Controls

The Board Finance Committee will meet regularly to review compliance with established policies and procedures and to recommend improvements. The committee shall review a stratified/random sample of invoices and payments (for instance, all expenditures over \$2,000) and then a random selection of transactions under that materiality threshold. The Finance Committee shall immediately report to the Board any inconsistencies in the application of internal controls, no matter how slight. The Finance Committee will work with the CFO/COO to ensure timely and accurate reporting, adequate safeguarding and stewardship of all assets, and compliance with any and all legal requirements, as well as ethical, open, and transparent presentation of information.

The Board shall authorize the establishment of commercial bank accounts for the purposes of school operations. Funds will be deposited in non-speculative accounts including federally insured savings and/or checking accounts and/or invested in non-speculative federally-backed instruments and/or standard money market accounts. The general checking account shall be the primary account for school needs. Authorized signatories to this account shall be the Board Chair, CFO/COO and CEO. The general checking account shall be reconciled monthly by the accounting firm (System Six). A reconciliation report is printed and filed. Every month, the Board Treasurer will pull down the bank statement and conduct a review against the Statement of Activities. Both bank reconciliation and a copy of the bank statement are kept electronically. Accounting software is locked for the periods reconciled to ensure that entries are not booked in periods that have been reconciled. Core cash balances and reserves shall be invested in federally insured, fiscally conservative interest-bearing accounts.

The school will deposit all funds received as soon as practical upon receipt. The School Manager will open all mail on a daily basis and the CFO/COO will immediately sort and endorse all checks to the appropriate school account, and prepare appropriate deposits as soon as practical, ideally the same day and no more than three working days. When cash is received, it will be counted by at least two employees, both of whom will verify the amount received and sign a cash deposit form indicating the performance of their duties.

2. Roles and Responsibilities

IPS's Home Office Team will manage all of Impact | Renton's finances, internally. The experienced team has successfully managed the finances of Summit Public Schools Washington and various other charter and district schools. Through this experience, the IPS Team has sophisticated systems and policies for effectively managing charter school finances.

The current Finance Team includes:

- CEO

- CFO/COO
- Director of Finance
- System Six Strategic Bookkeeping & Analysis
- Paylocity
- IPS Board - Finance Committee

The service provided to Impact | Renton will be detailed in the IPS CMO Management Agreement (see a sample in **Attachment 20**), approved annually in a public meeting. In addition to the roles described above, the following table summarizes the major financial responsibilities in the organization. Each of these is also detailed in the text below.

Activity	Principal	CFO/COO	CEO	IPS Board
Budget	Provides input	Leads development	Makes proposal	Finance Committee Reviews/ Board Approves
Audit		Leads process	Provides input	Audit Committee Reviews/ Board Approves
AR/AP/Banking	Approves expenses within budget	Leads process; Approves expenses within budget; Signs checks	Approves expenses within budget; certifies AP for payment	Board Reviews/approves AP; Board Reviews all financial statements; Board Treasurer reviews bank reconciliation
Budget Monitoring	Variances and forecasts reviewed with CFO/COO	Leads process	Variances and forecasts reviewed with CFO/COO	Finance Committee Reviews
Payroll		Leads process	Approval of all compensation; Certifies Payroll for payment	Board reviews/approves Payroll; Approval of CEO compensation

Cash Management		Leads process		If any loan is needed, Board approval required
Authorizer Reporting	Provides input	Leads process	Approval	Approval when required

3. Financial Transparency

The Board will adopt a fiscally conservative budget well in advance of any required deadlines by the authorizing entity. During the year, the Board may amend the budget as expenses and revenue projections change. Prior to Impact | Renton's first year of operation, IPS and the Board shall 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 the end of May 2021.

As the school is subject to Washington Open Public Meetings Act, all Board discussion around, and the ultimate adoption of, the budget will be completed during public Board meetings. Annual audits and any significant findings will likewise be presented during public Board meetings. In keeping with IRS guidelines, copies of Form 990 will be made publicly available.

The financial documents for Impact | Renton will be available to the Commission and public upon request and meet all of the financial requirements of the contract. Additionally, as regular practice, the Board will:

- Review and approve the budget in a public meeting
- Review quarterly financial reports (including budget versus actuals and balance) in a public meeting
- Review and approve the audit in a public meeting
- Review and approve the 990 in a public meeting

The Board will contract with a qualified outside firm to perform an audit each year on the close of the prior year's books and in advance of the statutory audit deadline. The audits include: (1) accuracy of the school's financial statements; (2) attendance accounting and revenue claims practices; and (3) internal controls practices. If IPS receives more than \$500,000 from federal sources, the audit is prepared in accordance with any relevant Office of Management and Budget audit circulars. The audit firm is chosen in compliance with state laws and regulations. At the conclusion of the audit, the Board of Directors reviews the audit findings and requests, adopts, and monitors any corrective action, if required.

The selected audit firm prepares the Federal Tax Return Form 990 and sends a copy to the school staff responsible for the audit. The CEO and CFO/COO will review and send a copy to the Board of Directors for its review and approval before filing. Once approved by the Board, the CFO/COO will notify the audit firm who prepares the final return for filing.

The school will also be subject to audits by the State Auditor's Office. These audits may not be annual, but all financial periods will be covered when the audits occur. State audits may include any combination of financial reporting, federal A-133 testing, and risk-based procedures.

The following attachments provide detailed information about the Impact | Renton financial plan:

- **Attachment 28** includes a complete financial workbook
- **Attachment 29** includes a detailed and comprehensive line item budget narrative that includes a description of the assumptions and revenue estimates, the basis and calculations for revenue projections, staffing levels, and expenditures and the degree to which the school/campus budget will rely on variable income.
- **Attachment 30** contains sample financial policies and procedures summarized in **Part 1** of this narrative
- **Attachment 31** shows evidence of philanthropic funding commitments included in the budget narrative.
- **Attachment 32** includes a comprehensive, viable and long term fundraising plan.

Section 28: Financial Management Capacity

1. Applicant Team Qualifications & Capacity

The applicant team includes a CEO, CFO/COO, Board and partner organizations who have significant experience in financial management, fundraising, and overseeing internal controls with schools or organizations. The robust capacity is as follows:

Financial Management

The CEO and CFO/COO will lead items related to budget planning and management, Board reporting, State reporting, insurance, banking, payroll, bookkeeping, and more, with support from System Six Strategic Bookkeeping & Analysis and Paylocity. This experienced team has managed the finances of district and charter schools successfully throughout the State and have sophisticated systems and policies for effectively managing charter school finances. System Six brings decades of experience managing bookkeeping and finance for Washington State organizations, and employs numerous CPAs, public sector and nonprofit accountants, and data scientists. They will provide broad accounting, reporting and compliance supports. Paylocity specializes in high-touch payroll support and human resources, working with charter schools across the country. They have a dedicated team in Washington that is tracking state updates to ensure organizations they work with stay accurate and compliant. They will handle payroll and support human resource reporting. A Director of Finance will support in the implementation of the Financial Plan with oversight by the CFO/COO. In addition, the Board Finance Committee will provide tight governance over all finances.

Fundraising and Development

Fundraising will be led by Jen Wickens (CEO), Kristen McCaw (CFO/COO), and the Board. Ms. Wickens successfully oversaw fundraising when she founded Impact Academy, raising more than \$2,000,000. She oversaw fundraising and development as the Chief Regional Officer for Summit Public Schools, raising more than \$10,000,000 to support startup costs in Washington. Ms. Wickens successfully led fundraising efforts to launch IPS, recruiting two national charter funders to Washington - New Schools Venture Fund and Charter School Growth Fund. At Summit Public Schools, Ms. McCaw led efforts that successfully raised over \$20,000,000. Given this track record of success, the IPS Board is confident in the organization's ability to raise funds. **Attachment 31** details evidence of philanthropic funding commitments, further demonstrating the capacity of the applicant team to lead development work.

Accounting and Internal Controls

System Six and Paylocity will provide direct support to the CEO, CFO/COO and Director of Finance on items related to accounting, audits, budget planning and management, Board reporting, state reporting, insurance, banking, payroll, and bookkeeping.

The Board Finance Committee will provide tight governance over the accounting and internal controls. The CFO/COO has reviewed the School District Accounting Manual, audit reports, and consulted with Puget Sound Educational Service District, WA Charters, and other schools in the region to inform IPS' fiscal policies. The procedures for accounting and internal controls are detailed in **Section 27** and **Attachment 30**.

See **Attachment 12** for the individual qualifications for each of these leaders and **Attachment 20** for copies of the contracts with the aforementioned organizations.

Section 29: Existing Operators

1. Performance Assessment and Readiness

One of the key metrics in the growth plan for IPS is whether the model is generating the desired results for students. Impact | PSE is in the midst of finishing mid-year testing for Kindergarten through 2nd grade students in reading (NWEA MAP and F&P) and math (NWEA MAP). A full set of mid-year data will be available and presented during the capacity interview this spring. Below are data points derived from 2018-2019 end-of-year assessments and benchmarks embedded in the educational program.

Academic Data

- On average, Impact scholars entered the 2018-2019 school year 1 point below the national average in reading. At the end of the year, Impact scholars outperformed the national reading average by 7.8 points.
- On average, Impact scholars entered the 2018-2019 school year 1.2 points below the national average in math. At the end of the year, Impact scholars outperformed the national math average by 10.6 points.
- 77% of scholars met their NWEA MAP reading growth targets and 87% of scholars met their NWEA MAP math growth targets.
- 81% of English Learners met their growth targets in reading and 91% of English Learners met their growth targets in math.
- 79% of students receiving free or reduced lunch met both their reading and math NWEA goals, compared to 73% of students who did not qualify for free or reduced lunch.
- 76% of students of color met both their reading and math NWEA goals, a rate comparable with 81% of White students who met their NWEA goals.

SEL Data

- 100% of Impact | PSE students have earned 4 of the 5 SEL Compass Badges (80% complete) by mid-year.
- Fall 2019 SELWeb data shows that 88% of 1st grade students and 83% of 2nd grade students performed at or above average for their overall SEL skills, including emotion recognition, social perspective-taking, social problem-solving and self-control. This is compared to 64% of entering Kindergartners. This shows that continued participation in the IPS SEL program has a positive effect on development key SEL skills.

Evidence of model success is also firmly rooted in the family and faculty experience at Impact. Below are the results from the 2019-2020 mid-year family surveys at Impact | PSE. These were determined to be key metrics in gauging if the model was being successfully implemented to create a diverse and inclusive environment that upholds the IPS mission and vision.

Family Satisfaction - 70% family participation

- 96% of families would recommend IPS to another family.
- 90% of families feel welcome at Impact | PSE.
- 94% of families believe that their child's academic performance has improved a moderate amount or more
- 92% of families agree that IPS Faculty set high expectations for scholars.
- 94% of families think that communication with the school happens in a respectful manner.

Faculty Satisfaction - a Fall 2019 faculty survey was developed with Transforming Ed and had 100% instructional faculty participation.

- On a scale of 1 to 5, Impact | PSE faculty reported an average of 4.0 in response to the question “How optimistic are you that your school will improve in the future?” This was 15.8% higher than other New Schools Venture Fund portfolio schools.
- On a scale of 1 to 5, Impact | PSE faculty reported an average of 4.21 in response to the question “How respectful are the relationships between faculty and students?”
- Impact faculty reported a 16.5% higher rating when responding to “How positive is the working environment at your school” in comparison to other New Schools Venture Fund portfolio schools.
- 83.3% of Impact | PSE faculty reported “My practice has improved as a result of professional development, coaching and support at IPS?” This aligns with the school-specific goals found in **Attachment 24**.

Operational and Financial Indicators

- Impact | Puget Sound Elementary (PSE) has met all Commission compliance requirements to date (including pre-opening conditions) 100% accuracy, completion and timeliness and is on track to meet all upcoming requirements for schools in operation.
- Impact | SSE is authorized to open in August 2020 and all Commission pre-opening conditions have been waived due to overlapping compliance requirements with Impact | Puget Sound Elementary. **Attachment 35** contains a detailed compliance status report.
- In IPS’s first independent financial audit, a clean opinion was issued with no management letter. IPS also meets the Commission’s financial framework targets.

2. Description of organization’s growth plans

Impact Public Schools’ mission is to prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders. Ultimately, IPS will operate eight schools, four in the Puget Sound region and four in eastern Washington, to make a broader impact on public education across Washington state. IPS believes that by advocating for public policies and operating high-quality charter schools, it will close the opportunity gap and provide all students their right to a high-quality education. IPS is committed to ensuring that each school is opened with the capacity to support the model and execute it with fidelity to best serve the community. Prior to considering expansion, IPS uses the following criteria to determine the viability of expansion:

- **Need:** academic performance of surrounding schools, student demographics, size of student population
- **Community Support:** community and family support for school model, family interest in school choice
- **Location:** availability of potential facilities, proximity to home and/or future regional office support, viability of a quality talent pool
- **Finances:** cost of operation and regional funding factors
- **Political Viability:** local leadership support, historical charter relationships and political landscape
- **Results:** performance of IPS schools already in operation

Impact | Puget Sound Elementary (PSE) opened in Fall 2018 with 178 Kindergarten and 1st grade students and is now serving Kindergarten through 2nd grade in its second year of operation. Impact | PSE will grow one grade per year until capacity at K-5. Impact | Salish Sea Elementary (SSE) has been authorized and will open in August 2020 with Transitional Kindergarten, Kindergarten and 1st grade, following a similar model of adding one grade per year until 5th grade. Moving forward, IPS will open each school with TK, K and 1st, adding one grade per year through 5th grade. The need for Transitional Kindergarten (TK) has

become evident by the number of interested TK families, as well as the number of requests for early entrance to Kindergarten at Impact | PSE. Long waitlists and lack of suitable early childhood options in Tukwila, South Seattle, Tacoma and Renton have been primary complaints from family members and early childhood providers (see **Attachment 3** for early childhood provider letters of support). If Transitional Kindergarten (TK) was not approved for public charter schools, IPS would move forward with a K-5 model similar to what is in place at Impact | PSE. Though operating Transitional Kindergarten is more expensive for operators, IPS believes that the fervent need for quality TK programming warrants the additional cost. See more details on this contingency plan in **Section 1 - School Overview**.

The table below outlines the organization's growth plans by year for the Puget Sound region and the expansion to Eastern Washington.

Puget Sound Region				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Impact PSE	Impact PSE	Impact PSE Impact SSE	Impact PSE Impact SSE Impact Tacoma Impact Renton	Impact PSE Impact SSE Impact Tacoma Impact Renton
Eastern Washington				
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Impact 5 Impact 6	Impact 5 Impact 6 Impact 7 Impact 8			

Capacity to Support Growth

The four anticipated schools in Puget Sound will be supported by a Regional Office led by a Director of Schools (Puget Sound) and a Home Office that will provide operational and educational services. The IPS Home Office will have significant capacity to support and execute the growth plan. The IPS Home Office will be comprised of robust teams in the following capacities: Finance, Operations, Technology, Talent, Data & Information, Growth, Academics, Communication, Development, Human Resources and Community Outreach. Please reference **Attachment 17** for a hierarchical organizational chart of IPS at full capacity. A second regional office will open in Eastern Washington, led by a Director of Schools (Eastern WA) and a Regional Office, to support the four schools located outside of Puget Sound. The physical proximity of each regional office allows for direct, daily support of each school and the robust framework of the larger Home Office creates a comprehensive structure for executing the growth model.

The leadership team responsible for the launch of Impact | Renton brings a wealth of experience from high-performing charter operators around the country (see **Section 13**, **Section 26** and **Attachment 12**). Given the personal strengths and experience of this team, IPS is confident in its ability to support the expansion of the model to include two additional schools prior to reaching full organizational growth. **Attachment 27** outlines the Start-Up Plan specific to Impact | Renton.

3. Disclosure of Revocation

No school operated by Impact Public Schools has been closed, non-renewed or experienced a revocation of charter by an authorizer.

Portfolio Summary Template (Attachment 36)

Attachment 36 contains a school summary for Impact | PSE and corresponding performance measures as requested. Please note, Impact | PSE has been in operation since the 2018-2019 school year, thus there is limited historical data. For sections that Impact | PSE is unable to provide, a note has been entered referring to this section of the narrative for further explanation. Impact looks forward to reporting data that shows continued growth and model success as the IPS school model matures to full capacity.

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⁷⁰ World Economic Forum. (2016, January). Executive Summary: The Future of Jobs and skills. http://www3.weforum.org/docs/WEF_FOJ_Executive_Summary_Jobs.pdf

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IMPACT

PUBLIC SCHOOLS

Impact | Renton

Attachment 1 (General Information Section)

Contents:

- Logic Model (Commission Template)

NEW CHARTER SCHOOL APPLICATION LOGIC MODEL TEMPLATE

RESOURCES	ACTIVITIES & INTERVENTIONS	OUTPUTS	SHORT & LONG-TERM OUTCOMES	IMPACT
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to meet our long-term goals we will accomplish the following activities:</i>	<i>The following indicators allow us to know that our activities and interventions are reaching their intended populations and having their intended impact:</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years and then 4-6 years:</i>	<i>We expect that if accomplished these activities will lead to the following changes in 7-10 years:</i>
<p>1. Community support from a diverse, representative group of organizations with shared values (Section 2)</p> <p>2. Funding from committed stakeholders that adequately supports the implementation of the educational program (Section 27)</p> <p>3. Facility that accommodates the educational program (Section 24)</p> <p>4. Talent to serve in Leadership (Section 13) and Instructional positions (Section 21)</p> <p>5. Parent/Family demand for a high-quality school choice option (Section 2)</p> <p>6. Diverse, dedicated Board of Directors (Section 15)</p>	<p>1. Utilize Board and Leadership expertise (Section 13) to source a facility, secure anticipated funding and recruit talent, families and partner organizations.</p> <p>2. On-time completion of the start-up plan (Attachment 27) for on-track launch of school in August 2021.</p> <p>3. Implement the educational program (Sections 5-6), with appropriate curricular contextualization, to serve students high-quality academic and SEL instruction with personalized guidance.</p> <p>4. Lead the MTSS, Child Find and Highly Capable (Section 10) processes/programs with fidelity to ensure all students are receiving necessary remediation, intervention or supports.</p> <p>5. Retain and develop talent (Section 22) to deepen</p>	<p>1. A fully branded and up-to-code facility with Certificate of Occupancy in-hand by August 2021 (Section 24).</p> <p>2. 100% of first-year faculty onboarded and trained at Impact Institute by August 2021 (Attachment 23).</p> <p>3. 252 students enrolled with a healthy waitlist of interested families by May 2021 (Section 4).</p> <p>4. At least 80% of faculty reporting improved instruction by January 2022 (Attachment 24), with observable evidence reflected on mid-year evaluation rubrics (Attachment 22).</p> <p>5. Student (Section 3) and family feedback (Section 17) indicates high levels of satisfaction with school</p>	<p>1-3 Years</p> <p>Fully enrolled school with waitlists in year one and beyond.</p> <p>60%+ scholars meeting/exceeding NWEA Reading growth targets.</p> <p>60%+ scholars meeting/exceeding NWEA Math growth targets.</p> <p>60%+ scholars meeting/exceeding Fountas & Pinnell Reading benchmark goals.</p> <p>4-6 Years</p> <p>70%+ of students proficient or advanced on the Smarter Balanced Assessment.</p> <p>IPS graduates are student leaders in SEL, as evidenced by their cumulative portfolios exiting 5th grade (Attachment 7).</p>	<p>1. All Impact graduates are prepared to succeed in district or charter middle schools because they have a strong academic foundation and social emotional learning skills.</p> <p>2. All Impact graduates see they have limitless potential and are prepared to make a positive impact in their community as the next generation of equity-driven, innovative leaders.</p> <p>3. Impact families are powerful advocates for excellent schools in their communities and continue to advocate to close the opportunity gap even after transitioning from Impact Public Schools.</p> <p>4. Impact develops long-term partnerships with districts, cities and other non-profits, and together we begin to</p>

This template was adapted from similar templates prepared by Telling, the Quality Innovation Network National Coordinating Center, under contract with the Centers for Medicare & Medicaid Services (CMS), an agency of the U.S. Department of Health and Human Services and the W.K. Kellogg Foundation.

	<p>instructional impact, build internal leadership pipelines and meet school-specific goals.</p> <p>6. Engage families to serve as partners by building strong school-family relationships (Section 2) and advocacy skills (Section 17).</p>	<p>climate, culture and educational program.</p> <p>6. At least 80% of students meeting mid-year F&P benchmarks, NWEA goals and Compass Badge Work (Section 7).</p> <p>7. High level of parent engagement evidenced by involvement in advisory bodies, attendance at conferences/showcases and reported satisfaction on family surveys (Sections 2 & 17).</p>		eliminate the opportunity gap across the state.
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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.

- Student performance in years one and two at Impact | PSE indicates that the educational program, both academic and SEL, are having a significant, positive impact on student achievement. Refining, contextualizing and replicating these efforts at Impact | Renton with fidelity is assumed to have a similar, desired effect on students.
- Family and community demand expressed during the charter application outreach and engagement period is indicative of and will translate to active enrollment at Impact | Renton, as it did with Impact | PSE and Impact | SSE.
- Investment in quality faculty development leads to greater student outcomes and faculty retention over time.
- The receptive response by Renton district and government (mayoral) officials will open up opportunities for collaboration from school launch, with a positive impact on family advocacy and engagement efforts.
- Impact maintains a strong, high-functioning, locally rooted Board of Directors.
- Impact's current funding partners stay engaged in the Washington state charter school movement.

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**.

1. There are some pre-existing misunderstandings (or little understanding) about what charter schools are and how they function, due to a low number of charters historically operating in Renton. General knowledge dissemination to family and community members about the charter sector at large is necessary.
2. The short operation and subsequent closure of Ashe Prep in Skyway may have some extended effects on families with students currently in grades K+, however excitement from early childhood providers and families indicates that prospective interest in elementary charter schools persists in the greater Renton area.
3. There is strong grassroots and grassroots community support for the Renton school district so continuing a positive relationship with them will be critical to deep and productive engagement in the community.
4. Building a strong relationship with prominent local organizations will be critical to Impact's long-term success serving families in Renton.



IMPACT

PUBLIC SCHOOLS

Impact | Renton Attachment 2 (Section 1)

Contents:

- Pending Authorization and School Opening Form (Commission Template)

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 ☐ No

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

State	Authorizer	Proposed School Name	Proposal Due Date	Decision Date
WA	Washington State Charter School Commission	Impact Tacoma	2/28/20	6/25/20

Does the applicant have new schools approved but not yet open elsewhere in Washington or the United States? ☒ Yes ☐ No

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

State	Authorizer	City	School Name	Opening Date
WA	Washington State Charter School Commission	Seattle	Impact Salish Sea Elementary	8/24/20



IMPACT

PUBLIC SCHOOLS

Impact | Renton

Attachment 3 (Section 2): Evidence of Community Support and Engagement

Contents:

- Summary Table of Community Leader Feedback
- Petition for the Establishment of Impact | Renton (145 signatures including prospective families)
- Letters of Support (13)
- Communication with Representative Steve Bergquist
- Renton Education Committee Meeting Agenda and Notes
- School Design Community Meeting Flyer
- School Design Community Meeting Presentation Deck
- School Design Community Meeting Photos

Attachment 2: Community Leader Feedback

The following table depicts the highlights from many conversations with local community leaders and their feedback on the IPS model through tours at Impact | PSE. These conversations proved mutually beneficial:

Date	Community Organization/Individual	Input/Feedback Shared
November 2018		
20	Representative, 11th Legislative District - Steve Bergquist	<p>Input: Excited by approach to math instruction utilizing Cognitively Guided Instruction and focus on literacy development starting in K.</p> <p>Feedback: Ideas for adding more after school care enrichment partnerships.</p>
September 2019		
9	Charter School Growth Fund - Principal, Kathy Hamel	<p>Input: Impressed with choice of curriculum and approach for literacy and math as well as the structures that are in place with planning meetings and co-teaching to support development of local talent pipeline. PBL block is a productive structure to support students with meaning and context for strong literacy/writing/computation.</p> <p>Feedback: Look for new ways to engage families in year 2 and 3 as the model evolves.</p>
October 2019		
18	Aspiring Leaders Program - WA Charters	<p>Input: Incorporating SEL throughout the curriculum; importance of strong classroom management blended with joy; ongoing faculty professional development in diversity, equity and inclusion</p> <p>Feedback: Suggestions for after school community partnerships to support larger vision.</p>
November 2019		

1	NewSchool Venture Fund - Gabriella Netter & Heather McManus	<p>Input: Decolonized project-based learning that incorporates art, literacy and writing and ends in a concrete product that gets showcased to an authentic audience</p> <p>Feedback: Suggestions for sharing curriculum with other elementary schools with a similar vision</p>
14	Debra Sullivan, Founder of Ashe Prep	<p>Input: Expressed there are many families looking for different options and several who have chosen to homeschool.</p> <p>Feedback: Connect with leaders working on Renton Innovation Zone.</p>
December 2019		
6	Sofia Voz, City Year	<p>Input: Making certain every scholar is seen, known and loved</p> <p>Feedback: Ideas for recruitment of teaching fellows</p>
6	Senator, 47 th Legislative District – Mona Das	<p>Input: Impact families from Families for Equitable Schools Committee met to discuss the role of charter schools in the community. Senator Das acknowledged the need for high quality school options that are not private schools.</p> <p>Feedback: Open to exploring charters as an option for area children to help close the opportunity gap.</p>
11	True Measure Collaborative - Director, Sarah Okun	<p>Input: Importance of SEL incorporated into day as a Universal Design Practice; inclusive SPED practices serve each scholar</p> <p>Feedback: Empower teachers to proactively modify curriculum for all scholars</p>
January 2020		
9	Windermere Renton - Agent, Heather Maddox	<p>Input: Establish relationship with upcoming Family First Community Center to strengthen SEL and family support resources.</p>

		Feedback: Local knowledge of Cascade Vista and Renton community will be key to ensuring family buy-in.
10	Dustin Dacuan, Renton native	Input: Focused and joyful learning environment. Feedback: List of organizations to connect with to continue engagement.
10	Renton Area Youth and Family Services - Executive Director, Michelle Hankinson	Input: Loves the TK integration to the proposed school model. Feedback: Excited about incorporating early learning partnership with Impact.
13	Renton Chamber of Commerce - Education Committee Meeting	Input: Renton Chamber of Commerce supports any and all education providers in the community. Feedback: Continue attending Education Meetings where appropriate to gain knowledge of what education community needs.
15	Highlands Community Church – Executive Pastor Nick Dalgardno	Input: Identifies with serving a diverse population of Renton residents and is excited to see other options to offer their congregation. Feedback: Will present Impact’s model to the elder board of the church for support.
25	Representative, 11th Legislative District - Steve Bergquist	Input: Impact families in Families for Equitable Schools committee attended Town Hall at Friendz Cafe in Tukwila. Appreciation was given for strong parent leadership and engagement at Impact. Feedback: Continue building bridges between districts and charters throughout the state.
28	Chidhaven - CEO, John Botten & Program Director, Megan Beers	Input: Thrilled to see the social emotional learning program in action balanced with rigorous academics. Excited to see partnership with Impact extend beyond

		<p>Tukwila into Renton as they are expanding their reach too.</p> <p>Feedback: Interested in partnering in potential shared space at Renton. Impact sent floorplans and will be scheduling a walkthrough next.</p>
31	Renton School District – Superintendent Damien Pattenau	<p>Input: Understands the importance of school choice and looks forward to a mutually beneficial partnership in speaking respectfully about one another.</p> <p>Feedback: Bigger need in outer areas of Renton, near Skyway.</p>
February 2020		
3	City of Renton - Mayor, Armondo Pavone	<p>Input: Aligned with the importance of providing options for families throughout Renton.</p> <p>Feedback: Encouraged Impact to continue communicating with the district to stay aligned and work toward partnership.</p>
10	Highlands Community Church – Lead Pastor, Jesse Campbell	<p>Input: Would love to be able to provide a quality school option for the congregation that he serves, many of which are minorities and underserved.</p> <p>Feedback: Stated hope that Impact would consider omitting the newly passed house bill for the CSHE curriculum.</p>
March 2020		
27	Somali Parent Education Board - Spring Gala	Impact is a co-sponsor of this event and will be attending with a mix of 8 org/school leaders and family leaders.



PETITION FOR THE ESTABLISHMENT OF IMPACT | RENTON
PETICIÓN PARA ESTABLECER IMPACT | RENTON

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*Las personas que aquí dan su firma certifican que como miembros de la comunidad o son padres de familia con un interés auténtico en inscribir a su(s) estudiante(s) en **Impact | Renton**. Por lo tanto, los suscritos a esta petición afirman que ésta merece consideración y piden que la Junta Directiva del **Washington State Charter School Commission** apruebe esta petición charter, según lo provee RCW 28A.710. Los suscritos autorizan al Equipo Fundador de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva.*

Name & Organization (if applicable) Nombre y organización	Address Dirección	Email Address Correo electrónico o número de teléfono	Number of children (ages 1-5) Número de niños (1-5 años)	Signature Firma	Date Fecha
Shirley Axe			1		1/30/20
Tsegaye Gebrmariam			1		2/10/20
Jesse Campbell - Highlands Community Church			2		2/10/20
Kidist Kassa			2		2/10/20



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Laura Moreno					02-01-2020
Aracely Guerra			1		02-01-2020
Maria Isabel Root					02-01-2020
Antonio Ramirez			1		02/01/2020
ROSA NAPOLES TORO			1		02/05/2020



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Leysha Levine			com 3		1/27/20
Arjun Bajracharya			1		1/27/20
Eloisa Gordon			0		1/27/2020
Wanda Gladney			0		1/27/2020
Mink Ramert			2		1/30/20
Jeremy Ramert			2		1/30/20
Fatuma Mohamed			1		1/30/2020



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Roswilho B Bisconer	[Redacted]			[Redacted]	5/14/20
Cathy Gates					2/14/20

If you live in Renton, please sign this to support our new school!

IMPACT
PUBLIC SCHOOLS

Thank you!

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Name & Organization (if applicable) Nombre y organización	Address Dirección	Email Address Correo electrónico o número de teléfono	Number of children (ages 1-5) Número de niños (1-5 años)	Signature Firma	Date Fecha
Paul Burton			2		2-3-20
Hanana Gusti			3		2/4/20
Gloria Moore			5		2/4/20
Samantha San Martin			3		2/11/20



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Name & Organization (if applicable) <i>Nombre y organización</i>	Address <i>Dirección</i>	Email Address <i>Correo electrónico o número de teléfono</i>	Number of children (ages 1-5) <i>Número de niños (1-5 años)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>
Kimberly Volante			0		02/09/20
Kristine Volante			0		2/09/2020
Pierre Dayag			0		2-9-2020
Gliceria Volante			0		2/09/2020
Antonio Volante			0		2/09/2020



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Nancy Fairman					1/31/20
FRAN Henvey					1/31/2020
Lisa Hardy					1/31/20
Danla Crosswhite					1/31/20
Naomi Mathisen					1/31/20
Dagmar Franck					1/31/20
Sandi Needham					2-14-2000



PETITION FOR THE ESTABLISHMENT OF IMPACT | RENTON
PETICIÓN PARA ESTABLECER IMPACT | RENTON

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Name & Organization (if applicable) Nombre y organización	Address Dirección	Email Address Correo electrónico o número de teléfono	Number of children (ages 1-5) Número de niños (1-5 años)	Signature Firma	Date Fecha
Kim Brown			0		2/24/20
Samir Hyder			2		2/26/20
Trish Calderon			0		2/26/20
Kathy Gosselery			0		2/26/20
Pete Siegl			1		2/26/2020
Laur Smith			0		2/26/20
Oksana Robinson			0		2/26/20

Paul Meyer 1
Kausar
2-26

Kovjar
 Renton Seed Myer
 2/26/2020



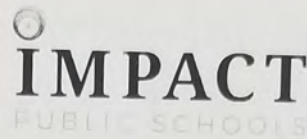
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Gabi Esparza			1		2/26
Cody Hall			1		2/26
Julia Reyna			3		2/26
Arturo Silks			0		2/26
Theresa Blanchett			0		2/26
Peter Karen			3		2/26
SILVIA DAVEN			1		2/26

Kowsar Abshir
 CRESTON POINT
 Feb 26. 2020
 13445 MLK Jr Way S.
 Seattle, WA 98178



PETITION FOR THE ESTABLISHMENT OF IMPACT | RENTON
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Mohammed			2		2/26/2020
Ibrahim Ahmed			1		2/26/20
Raesa Abdi			1		2-26-20
Baric Yakinon			1		2-26-20
*Tirion Turner			1		2/25/20
Don			0		2/25/20
Angela Nguyen			0		2/26/20

Kowsar Abshir

Creston Point

Feb. 26 2020

13445 8 MLK Jr Hwy S. 98178

IMPACT

PUBLIC SCHOOLS

PETITION FOR THE ESTABLISHMENT OF IMPACT | RENTON

PETICIÓN PARA ESTABLECER IMPACT | RENTON

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Nurma Abshir			1		2/26
Fatihah Abshir			1		2/26
Fadumo Mohamed			2		2/26/20
Robert Jones			1		2/26
Amy Cantrell			1		2/26
Doreen Mae Dela Cruz			3		2/26
Abdisamad Ali			1		2/26



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Ismael Tamari			0		02/26/20
Jolane Eason			0		02/26/20
Alexandro			5		2-26
Bill HAYES			0		02/26/20
Amir Hanna			2		2/26
Rosa Emma Hernandez			0		2/26
Latifah Abdullah			0		2/26/2020

Kousar Abshir

Creston Point

Feb. 26. 2020

13448 MLK^{JR} WAY S. 98178

IMPACT

PUBLIC SCHOOLS

PETITION FOR THE ESTABLISHMENT OF IMPACT | RENTON

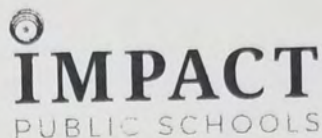
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Nakalya Kaloga			1		2/26/20
Shay Anderson			6		2/26/20
Vandire Paul			4		2-26-20
Mareia Carmela Zepa			0		2/26/20
Aalia Mohammed			8		2/26/2020
Mahidara Akoto			2		
Mahamoud Janka			1		2/26/20

com



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Glory Kingery					2-26-20
Betty Goldsmith					2-26-20
Julienne DeGeyse			1		2-26-20
Shane DeGeyse			0		2-26-20
Deanne Patel			0		2-26-20
Kenneth Taylor			0		2-26-20
René Fabre			1		2-26-2020



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Jared Reyna			@gmail		2/26/20
James Humphries			1		2/26
Albert Denny					2-26
Sam Franklin			1.com		2/26
RETHA HATH			0		2/26
ANITA FLIGHT			0		2/26
Robert Mason			1.com		2/26



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Johna Srazer			1		2/26/20
Margaret Sotello			2		2-24-20
Todd McEllar			1		2-26-20
Debra Jones			3		2-26-20
Terrell Weidaj			1		
KEXLHON HILL			1		2-26
S. St Clair			2		2/26/20

KOWSAR

CRESTON POINT APARTMENTS 13445 MLK JR WAY S.

Feb. 26 20

Seattle, WA 98178

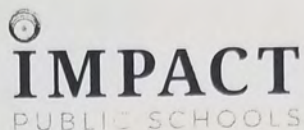

IMPACT
PUBLIC SCHOOLS

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Fahmata TAURA			3		2-26
Juan McHenry			2		2-26
Adamo Barre			1		2/26
Sahro Don			1		2/26
Cherri Holloway			3		2/26
ISMAHA HASSAN			2		2/26
Jinnat Hashi			0		2/26



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Wendell Jesse Koss			0		2/26
Zynovia Hetherington			0		2/26
MONICA HASTINGS			0		2/26/20
ABDI ALI BARRE			0		2-26-20
Jane Johnson			1		2/26/20



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Dustin Deeds			3		1/27/20
Amy Kiyota			1		2/26/2020
Mike Gates			2		2/26/20
Kristina Burton			3		2/26/20
Gail Burton			0		2-26/20
Jeremy Bright			2		2-26-20
Heidi Bright			2		2-26-20
Joane Boswell			2		2/24



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Chelsea Mclemore	[REDACTED]	[REDACTED]	2	[REDACTED]	2/26/20
Gary Chatwin			4		2/24/20



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Osman San Martin					
Jennifer Belinas			4		2/26/20
Tiffany Randerson			2		2/26/20
Dana Belshaw			1		2-26-20
Shebron Webber			2		2/26/20
Jared Webber			1		2/26/20
KIM HARER			2		2/26/20



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Andrew Gates			2		2/25/20
Shastin Steward			0		2/25/20
Leila Shirazi			2		2/27



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Name & Organization (if applicable) <i>Nombre y organización</i>	Address <i>Dirección</i>	Email Address <i>Correo electrónico o número de teléfono</i>	Number of children (ages 1-5) <i>Número de niños (1-5 años)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>
Miguel Angel Manzano			1		02/26/20
Vanessa Lopez Manzano			1		02/26/20
De la Cruz S.			0		02/26/20
Penjaki Box EUN CHANG CHUNG			None		02/26/20



PETITION FOR THE ESTABLISHMENT OF IMPACT | RENTON
PETICIÓN PARA ESTABLECER IMPACT | RENTON

The petitioners listed below certify that they are signing as community members in support of or are parents meaningfully interested in enrolling their student(s) at **Impact | Renton in 2021-2022**. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the **Washington State Charter School Commission** to grant approval of the charter pursuant to RCW 28A.710. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the Board.

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Name & Organization (if applicable) Nombre y organización	Address Dirección	Email Address Correo electrónico o número de teléfono	Number of children (ages 1-5) Número de niños (1-5 años)	Signature Firma	Date Fecha
Eriberta Manzano			2		1/30/20
Evelio Manzano			1		1/30/20
Alexis Miranda			0		2/26/20
Kim Tran Great Cuts Salon			0		2/26/20
Solomon Urena			2		2/26/20
Yenifer Gonzalez					2/26/20
Julian Espinoza			0		2/26/20



PETITION FOR THE ESTABLISHMENT OF IMPACT | RENTON
PETICIÓN PARA ESTABLECER IMPACT | RENTON

The petitioners listed below certify that they are signing as community members in support of or are parents meaningfully interested in enrolling their student(s) at **Impact | Renton in 2021-2022**. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the **Washington State Charter School Commission** to grant approval of the charter pursuant to RCW 28A.710. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the Board.

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Name & Organization (if applicable) Nombre y organización	Address Dirección	Email Address Correo electrónico o número de teléfono	Number of children (ages 1-5) Número de niños (1-5 años)	Signature Firma	Date Fecha
Rita Baras Canal Canal			0		2/26
Maria C. Cruz Flores			0		2/26
Jeimy Fumero			1		2/26



PETITION FOR THE ESTABLISHMENT OF IMPACT | RENTON
PETICIÓN PARA ESTABLECER IMPACT | RENTON

The petitioners listed below certify that they are signing as community members in support of or are parents meaningfully interested in enrolling their student(s) at **Impact | Renton in 2021-2022**. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the **Washington State Charter School Commission** to grant approval of the charter pursuant to RCW 28A.710. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the Board.

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Name & Organization (if applicable) <i>Nombre y organización</i>	Address <i>Dirección</i>	Email Address <i>Correo electrónico o número de teléfono</i>	Number of children (ages 1-5) <i>Número de niños (1-5 años)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>
ZEIDY AGUILAR			1		02/01/20
Rosa Loo			1		02/26/20



January 24, 2020

Washington State Charter School Commission
P.O. Box 40996
Olympia, WA 98504-0996

Dear Members of the Commission,

I am writing to express my support for the Impact Public Schools charter application for their school in Renton, WA. As the Executive Director of Renton Area Youth and Family Services, I have witnessed firsthand the deep need for quality school choice options for families in Renton. Our agency offers a variety of services and programming in the Renton and Tukwila schools, as well as in the community which has given me great insight into the needs of the community. Our services include: counseling services offered by highly trained therapists provided to youth and their families; outpatient substance abuse treatment services offered by certified chemical dependency experts in local schools; youth mentoring offered by RAYS' Youth Life Coaches in the local middle and high schools; a home-visiting program for first-time parents ages 24 or younger that promotes positive parent-child relationships, including optimal brain development; weekly play and learn group at the local library offering a structured group for families with young children, learning life skills through play; Kinship care support group that meets twice a month and offers a safe place for caregivers of relatives to come together to navigate personal, financial and legal situations, as well as encourage healthy, happy homes for all family members.

Impact Public Schools has a proven track record of closing the opportunity gap for students in Washington state. IPS has incubated and implemented a model balancing rigorous academics with a culture of joy and personalized learning. I was impressed with Impact's commitment to serving the whole child and family, which aligns with our mission and vision.

I believe that Impact Public Schools has the vision and the operational, academic and cultural capacity to replicate its innovative model to serve even more students and families in South Puget Sound. I look forward to the opportunity to support IPS through providing RAYS services to future Impact | Renton families and referring interest families to the IPS program.

Sincerely,

Michelle Hankinson, Executive Director
Renton Area Youth and Family Services

michelleh@rays.org



Emily McLeod



2/11/2020


Cindi Williams
Washington State Charter School Commission
P.O. Box 40996 Olympia, WA 98504-0966

Dear Chair Williams and Members of the Commission,

I am writing to express my support for the Impact Public Schools charter application for their third school in Renton, WA. As a founding parent of two students who attend Impact Puget Sound Elementary in Tukwila as well as a Renton School District alumni, I have witnessed firsthand the deep need for quality school choice options for many families in the community I grew up in as well as in my current community. I have been fortunate to continue supporting the Renton community through various moms' groups I became a part of both outside of and from within my church in the Highlands of Renton. Four of my nieces and nephews as well as several close friends have children who attend Renton schools. In hearing about their less than positive experiences with their schools, I can see that a higher quality school choice is needed there.

While it is unfortunate to see my hometown's education system declining, I am that much more dedicated to helping to ensure that high quality choices become available to all students. I began looking to find a better choice for my own children after my son's Kindergarten year at our local district school in Des Moines, WA. He was a bright student but was never challenged beyond his most basic skills due to the school's inability to customize his learning to the level he was at. I discovered Impact Public Schools and was intrigued by the model so I enrolled my daughter in Kindergarten there and my son in the first grade for the opening year of Impact Puget Sound Elementary.

I have been so impressed with how my children have blossomed and thrived in this environment. We are all a part of the community at the school and have become truly invested in the school values as everyone from the CEO to every caring and dedicated teacher lives and breathes them everyday. Both of my children have developed a love for reading and have been challenged and pushed beyond their potential in those and many other areas such as: math comprehension, diversity and equity sensitivity, complex project-based learning as well as in more subtle but very important areas such as being brave and courageous, being inclusive and being kind to others.



With the guidance and encouragement of his awesome teachers, my son tested into the Highly Capable program last year and my daughter is following suit this year. I am so grateful that they are given the opportunity to be leaders in their classroom communities while also being placed in their just-right reading and math groups. It is a truly unique environment within which we feel so fortunate to be a part.

I believe that Impact Public Schools has the vision, the true heart and the operational, academic and cultural capacity to replicate its model to serve even more students and families in South Puget Sound. I look forward to the opportunity to support IPS through continuing to be an active parent and part of the Impact community as it aims to serve Renton.

Sincerely,

A solid black rectangular box used to redact the signature of the sender.

Emily McLeod





January 30, 2020

Ms. Cindi Williams, Chair
& Members of the Commission
Washington State Charter Schools Commission
P.O. Box 40996
Olympia, WA 98504-0996

Dear Ms. Williams and Members of the Commission:

We are writing in support of Impact Public Schools' application to open a school in Renton in the Fall of 2021. We have known Impact's CEO, Jen Wickens, from working in public schools in the region over the last decade and began working closely with her during the incubation period of Cascade Public Schools in the WA Charters School Leadership and Design Fellowship. Her mentorship, deep knowledge and skill set, and her commitment to building a highly effective, rigorous, and equity-driven charter sector have been an inspiration and model for us.

Cascade | Midway Academy will be opening next fall and will serve many of the same families that Impact: Renton will serve. Throughout the hundreds of community meetings and gatherings we have hosted and attended, we are hearing increased demand for not only Cascade | Midway Academy, but also for more elementary options. The families of South King County deserve choice and options for their children's education and Impact Public Schools can help provide this to our families.

We deeply admire and align with Impact's vision of providing mentorship to students in a small, supportive community. Starting this from a young age is invaluable to closing the opportunity gap and is aligned with our approach to mentorship and community building at Cascade | Midway Academy. Our community has clearly stated that this is what is needed in public education, and we are excited to share the mission of providing this to families in alignment with Impact Public Schools.

We look forward to the opportunities Impact: Renton will provide to students and families in the region. Please do not hesitate to reach out with any questions. We look forward to hearing the positive news of Impact: Renton's authorization this spring.

Scott Canfield
CEO/Co-Founder
Cascade Public Schools

Garth Reeves
CAO/Co-Founder
Cascade Public Schools

February 18, 2020

Ms. Cindi Williams, Chair
Washington State Charter School Commission
P.O. Box 40996
Olympia, WA 98504-0996

Dear Chair Williams and Members of the Commission,

It is my pleasure to express Charter School Growth Fund's (CSGF) continued support for Impact Public Schools and the charter applications for their third and fourth schools, Impact | Tacoma and Impact | Renton. As part of CSGF's efforts to increase access to high-quality public schools in underserved communities across the country, we are excited to support Impact Public and their mission of dramatically improving education outcomes for students in Washington.

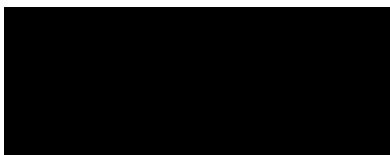
Since 2017, Charter School Growth Fund has committed almost three million dollars to Impact Public Schools to launch and grow their first two schools. Over that time, we have witnessed Impact execute one of the strongest school launches across the country, resulting in NWEA MAP results in the top 10% of our national portfolio of high-performing charter school networks.

Given this early track record of success, Charter School Growth Fund is in the process of evaluating a follow-on grant to support Impact's next phase of growth and we intend to bring a recommendation to our board in the second half of 2020.

CSGF is excited about the potential for more Washington students to receive the quality of education present in Impact's flagship campus. We think the rigor, joy and character development in their flagship school have the potential to serve as an exemplar for schools around the country. I urge the Commission to approve Impact Public Schools' application for their third and fourth schools

Thank you for your consideration. Please feel free to contact me with any further questions at rbillings@charterschoolgrowthfund.org.

Respectfully,



Richard Billings
Partner
Charter School Growth Fund



February 21, 2020

Ms. Cindi Williams, Chair & Members of the Commission
Washington State Charter School Commission
P.O. Box 40996
Olympia, WA 98504-0996

Dear Chair Williams and Members of the Commission,

I am writing to express my support for the Impact Public Schools charter application for their third school in Renton, WA. As the Regional Director of College Readiness for Summit Public Schools and as a graduate of the Renton School District, I have witnessed firsthand the deep need for quality school choice options for families in Renton. Growing up in the Renton School District, I would often receive the “Renton Reaction” when I would tell people I met that I went to Renton High School. This reaction stemmed from the negative impressions the community had of our school due to inequitable resources and the quality of education we received. As the son of an immigrant father from the Philippines and a mother who dropped out of high school and lived on welfare for a large part of her life, being in a school system with a reputation for missing the mark on meeting students’ needs was incredibly challenging. As I got older, I noticed that my friends at other high schools in Renton had different opportunities and programs available to them. The disproportionate access to these resources deeply concerned me as a student in the district, and ultimately has driven my career choices later in life working in education to provide access to high quality educational options for all students. I firmly believe Impact Public Schools will be an asset to the Renton community to increase educational opportunities for all students.

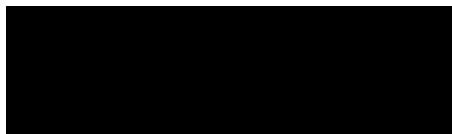
Impact Public Schools has a proven track record of closing the opportunity gap for students in Washington state. IPS has incubated and implemented a model balancing rigorous academics with a culture of joy and personalized learning. Upon my first visit to IPS: Puget Sound, I was quickly impressed by the academic model and the faculty’s push to hold all students to high expectations. As a result of their strong instructional practices, IPS has achieved strong outcomes: According to MAP NWEA data for Kindergarten and 1st grade, students of color and students from low-income households met their growth targets at commensurate with their peers in

both reading and math. Not only that, IPS students exceeded reading targets by an average of 13% according to Fountas & Pinnell assessments. As a result, Impact | Puget Sound Elementary performed in the top 5% of the Charter School Growth Fund school portfolio. I am thrilled for students in the Renton community to have a chance to enroll at an IPS school and benefit from the academic gains students have made with Impact so far.

Furthermore, I am most excited about Impact's diversity, equity and inclusion work. Like many others in the Renton community, I come from a multi-racial family with cultural and familial ties all over the world. Therefore, it is very important to me that a school prioritizes equity in its work. IPS focuses on diversity, equity and inclusion (DEI) training for faculty and the incorporation of DEI principles into a decolonized curriculum for students. IPS has even created student-facing routines that are culturally sustaining. For example, IPS is one of the only elementary schools to utilize Circles, a ritual rooted in indigenous practice and mental health therapy. During Circle, students practice mindfulness protocols, participate in relationship work, celebrate milestones and enshrine school values as a key component of student culture. IPS is doing cutting edge work to support students from all backgrounds to achieve success. I would be proud to say that an IPS school would be joining the Renton community if given the opportunity.

I believe that Impact Public Schools has the vision coupled with the operational, academic and cultural capacity to replicate its innovative model to serve even more students and families in South Puget Sound. I look forward to the opportunity to support IPS through my work as a partner educator in the charter sector as well as a community member with deep ties as it aims to serve the Renton community.

Sincerely,

A solid black rectangular box used to redact the signature of Dustin Dacuan.

Dustin Dacuan, Regional Director of College Readiness, Summit Public Schools
ddacuan@summitps.org

February 18, 2020

ROSA DIONE
NAPOLIS-LOO



[REDACTED]



[REDACTED]

[REDACTED] RENTON,
WASHINGTON 98058

CINDI WILLIAMS
WASHINGTON STATE CHARTER SCHOOL COMMISSION
P.O.BOX 40996 OLYMPIA, WA 98504-0966

Dear Chair Williams and Members of the Commission,

I am writing to express my support for the Impact Public Schools charter application for their third school in Renton, WA. As a founding parent of one student who attends Impact Puget Sound Elementary in Tukwila as well as a Renton resident, I have witnessed firsthand the deep need for quality school choice options for many families in the community like myself.

I began looking to find a better choice for my own child after he attended our local district school in Renton, WA. and saw my son's academic education decay. For this reason, I searched for available charter schools in the area, which for me and my husband charter schools are a great option as we learned the model when we lived in California, and we could not be happier to have found Impact Public Schools here.

Impact Public Schools implemented a model that balances rigorous academics with a culture of joy and personalized learning that work perfectly for our son. Now he is exceeding the national level in reading and math.

I believe that Impact Public Schools has the vision, the true heart and the operational, academic and cultural capacity to replicate its model to serve even more students and families in South Puget Sound. I look forward to the opportunity to support IPS through continuing to be an active parent, resident and part of the Impact community as it aims to serve Renton.

Sincerely,

[REDACTED]

Rosa Dione Napoles-Loo

February 25, 2020

Washington State Charter School Commission
P.O. Box 40990
Olympia, WA 98504-0996

Dear Members of the Washington State Charter School Commission,

I would like to make public my support for the Impact Public Schools charter application for a school in Renton, WA. My family and I have lived in Renton for the last 2 years, our son is currently enrolled at Impact Public School in Tukwila. Our experience with our son at IPS has been one of quality education with a holistic approach to academics, social and emotional learning to support the children in the community to close the opportunity gap across the diverse families being served.

One of the areas that I am particularly impressed by IPS is their dedication to excellence in academic growth while serving a diverse community with bold ambitions and genuine care and respect for the community.

My work is located in downtown Bellevue, commuting from Renton to Tukwila before my work commute to Bellevue is a small sacrifice to pay for a high-quality education that celebrates diversity, makes students feel welcome and engages families as partners.

I look forward to continuing to support IPS as a parent and a Community Outreach Ambassador as the organization expands to Renton, serving my community, friends and family.

Sincerely,

Carlo A. Bernal

Email:

January 30, 2020

Washington State Charter School Commission
1068 Washington Street SE
Olympia, WA 98501

To whom it may concern:

NewSchools Venture Fund (NewSchools) submits this letter in support of the application of Impact Public Schools' (Impact) proposed school in Renton for charter authorization.

As a national nonprofit venture philanthropy, NewSchools uses the charitable donations we receive to support education entrepreneurs who are reimagining public education to create great results for all students. NewSchools is known for identifying and supporting some of the highest impact education entrepreneurs in the field over the last twenty years.

Through our current strategy, we provide funding and support for teams of educators with ambitious plans to open new innovative public schools. These schools reimagine the learning experience for students, particularly those who have been traditionally underserved. We are impressed by Impact's early results, including academic outcomes and parent satisfaction. The team has demonstrated exceptional clarity of their vision and ability to execute on that plan. As such, we have provided Impact with \$430,000 in planning grants to support the design and development of their first two schools, Impact Puget Sound Elementary and Impact Salish Sea Elementary. We also provided an additional \$529,000 grant to support Impact Puget Sound's first three years of operation and will consider Impact Salish Sea for a similar grant later this spring. Our cumulative investment in Impact Public Schools to date is \$959,000.

We are compelled by Impact's plans to build a K-5 school in Renton. While we will not be providing direct funding to support the new school in Renton (NewSchools only funds the first three schools of an emerging charter management organization), we highly recommend Impact Public Schools' proposed Renton campus for approval. We hope you will authorize them to create a great school for the students in Renton.

Sincerely,



Frances Messano
Senior Managing Partner

February 17th, 2020

Washington State Charter School Commission
P.O. Box 40996
Olympia, WA 98504-0996

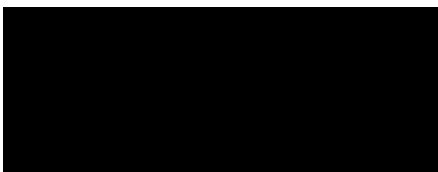
Members of the Commission,

I am writing to express my support for the Impact Public Schools charter application to open a school in Renton, Washington in 2021. I had the opportunity to participate in a recent Community Design session at the Renton Community Center, led by Jen Wickens (CEO) and Emily McLeod (Lead Community Outreach Ambassador). During this session, I learned about the core components of the IPS model and had the opportunity to provide feedback as a faith-based leader and Renton community member.

As the Lead Pastor for Highlands Community Church in Renton, I know there are families who would greatly benefit from the personalized nature of the Impact model. In particular, Impact's proper respect for parents and active measures to engage with them in the education of their children and maintaining a proper perspective on the role of the parent in worldview shaping versus the role of the educator in education bodes well for the members of our community.

Based on the work Impact Public Schools has accomplished in Tukwila at Puget Sound Elementary and the expanded work they aim to do in the greater Puget Sound region, I am confident that this team will engage, serve and support diverse families who are representative of the Renton community.

Sincerely,



Dr. Jesse Campbell

Lead Pastor
Highlands Community Church - Renton & Kent
jessec@highlandsc.org



February 10, 2020

Jen Davis Wickens
Co-Founder and CEO
Impact Public Schools
210 S Hudson St
Seattle, WA 98134

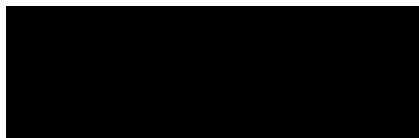
Dear Ms. Wickens,

I write to register my support for your charter application for Impact Public Schools' new Impact | Tacoma and Impact | Renton schools. Your commitment to provide joyful, individualized learning for students of the Puget Sound region strongly aligns with our mission at Seneca Family of Agencies.

For over 35 years, Seneca has provided a continuum of care incorporating mental health and special education across California and in Washington State. Our foundational belief is that every child, regardless of the challenges they face, is capable of belonging, happiness, and success when provided with supports responsive to their unique needs and strengths. Seneca's multi-tiered model of academic, behavioral, and social-emotional support for students works to foster school communities in which all students can learn and thrive, including those most readily disenfranchised by the existing education system: students living in poverty, involved in the child welfare system, English Language Learners, and those diagnosed with learning and emotional disabilities. Seneca could not succeed in this endeavor alone; critical to our work of supporting schools to serve all students are our county, Local Educational Agencies, and school partners who also recognize the need to transform the way we do education. Thank you for being a partner in this effort, and for working to build equitable, trauma-informed schools for the south Puget Sound region's diverse student population.

Seneca endorses the charter applications you have put forward for Impact | Tacoma and Impact | Renton. We are excited to support you as you expand your model to the new campuses to serve more students and families. We eagerly await news of your charter application's approval and stand at the ready to provide the support and resources you need to move from approved application to sustainable public school.

Warmly,



Ken Berrick
President and CEO
Seneca Family of Agencies

WA State Charter School Commission
PO Box 40996
Olympia, WA 98504

February 11, 2020

To Whom It May Concern:

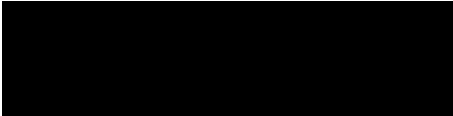
The True Measure Collaborative fully supports Impact Public Schools' application to open high-quality elementary schools in Renton, WA and Tacoma, WA. The TMC has worked collaboratively with the Impact | Puget Sound Elementary team since their opening in August 2018. The dynamic IPS leadership team creates a supportive culture for students and families, holds the staff to a shared vision of high expectations for all scholars, and is committed to its internal and external partnerships.

The model for interacting with scholars set by the Impact | PSE leadership team is one of respect, care, and consideration. IPS leaders and teachers greet all scholars by name when they enter the building and check in with scholars throughout the day to ensure their success. The Impact | PSE team shows scholars daily that they are cared for and valued – this is palpable throughout the school building. Impact Public Schools' vision and core values, rooted in their SEL-informed structures and practices, are on display in every classroom every day.


Within this caring, supportive context, IPS sets and strives to meet rigorous goals for each of their scholars. Leveraging the input of parents and families, IPS works with scholars to meet individual academic and social/emotional needs. IPS sets an organization-wide tone of high expectations and serves as a model in its drive for results.

The Impact | PSE leadership team applies the same principles of care and high expectations to supporting their teaching faculty. IPS stands out in the charter sector in its utilization of co-teaching, a nationally recognized teaching model with implications for student success, in all classrooms. Collaboration is a school-wide norm. Teachers are supported in their professional development through regular staff meetings, trainings, observations, and coaching. The IPS leadership team highly values its internal stakeholders and leverages partnerships with external agencies, including the TMC, to continually improve services provided to scholars.

The charter sector will benefit greatly from the implementation of the innovative Impact model at future sites, including Renton and Tacoma, throughout Washington State.



Sarah Okun, M.Ed
Director of the True Measure Collaborative
Washington State Charter Schools Association
sarah@wacharters.org





January 27, 2020

Washington State Charter School Commission
P.O. Box 40996
Olympia, WA 98504-0996

Dear Members of the Commission,

I am writing to express my support for Impact Public Schools' elementary charter application to open schools in Tacoma and Renton in 2021. As Director of Partnerships for Transforming Education, I coach school and network leaders through their social-emotional learning, culture and climate data and drive the strategic vision of Transforming Ed's partnership with the NewSchools Venture Fund (NSVF). Previously, I served as the Director of Teacher Leadership Development at Teach for America Massachusetts and Teach for America Buffalo, taught secondary science in Oakland, and served as a Leader in Residence with Phoenix Charter Academy in Lawrence, MA. Through my extensive experience both in and out of the classroom, I am confident that the Impact model would benefit students in the greater Tacoma and Renton areas.

I recently visited Impact | Puget Sound Elementary, and I can attest that IPS has taken a unique approach to social-emotional learning. SEL is not practiced in isolation, but is a key part of the entire school model, purposefully woven into each programmatic element. It is one of the only elementary schools that utilizes Circles, a ritual rooted in indigenous practice and mental health therapy. Impact students practice mindfulness protocols, participate in relationship work, celebrate milestones and live out school values as a key component of the culture. IPS focuses on the incorporation of diversity/equity/inclusion principles into a liberated academic curriculum, which makes the work relevant and meaningful for students.

It is clear that Impact's SEL model is having a profound impact on students. We worked closely with Impact to roll out the administration of SEL Surveys and the SELWeb assessment, a web-based system designed to assess key social-emotional skills that are associated with success in school and life (i.e. children's understanding of others' emotions and perspectives, social problem-solving skills, and self-control). The surveys are a validated method of collecting students' self-report on a set of seven competencies and their perceptions of the culture and climate of your school. These surveys are designed to give valuable insights and data that allow schools to make strategic decisions for students. It is clear that Impact places great emphasis on



developing students' SEL competencies, as well as creating a supportive school climate for kids and families.

As a father of two young girls and a professional who works with schools at the intersection of SEL and Culture and Climate, I often find that my worlds collide in the most productive ways. My most recent visit to Impact was in December 2019 and I was so impressed with the practices that I saw teachers using in the classroom that I now use them to support my own daughters' social-emotional learning. If I was able take so much from a short visit, I feel confident that the parents and family members in the Impact school community are also gaining so much from their interactions with Impact Public Schools.

I am excited to continue working with Impact Public Schools as they work to meet the needs of students and families in Tacoma and Renton.

With thanks,

DJ Cervantes
Director, Partnerships

Transforming Education
115 Broad St, 4th Floor • Boston, MA • 02110
T: 617-453-9750 x106 • F: 617-500-2668



Washington State Charter Schools Association

506 Second Ave., Suite 630 | Seattle, WA 98104

206.832.8505 | info@wacharters.org

January 31, 2020

Ms. Cindi Williams, Chairperson, Washington State Charter Schools Commission
P.O. Box 40996
Olympia, WA 98504-0096

Dear Chair Williams and Members of the Commission:

The Washington State Charter Schools Association (WA Charters) is an advocacy and professional membership organization that is working tirelessly to support the growth of a high-quality charter public school sector across the state of Washington by partnering with talented leaders and community-based organizations to design charter public schools that meet the diverse needs of systemically underserved students.

On behalf of WA Charters, I am writing to express my strong support for Impact Public Schools' application for Impact | Renton. The network's first school, Impact | Puget Sound Elementary, currently in its second year of operation, has demonstrated impressive academic results as well as extraordinarily rates of parent satisfaction, with 98 percent of Impact parents stating that they would recommend Impact to other families in a 2019 school survey. We anticipate an equally strong performance at the network's second authorized school, Salish Sea Elementary, and are compelled to urge the Commission to support further growth of this high-performing network.

As the waitlists for Impact's first schools show, families are demanding more high-quality public elementary schools. To meet this demand, and to ensure that all families know their options, the Impact network is taking a proactive and inclusive approach to family and community engagement and parent participation. This month, they hosted a successful Community Design Session to get direct input from prospective families about what they want from a new elementary school in Renton.

While Impact has demonstrated that students are surpassing growth expectations in reading and math, there remains a huge need for additional high-quality elementary school seats in the region. According to data made available by the Road Map Project, significant opportunity and achievement gaps persist in existing elementary schools across South Puget Sound, with low income students, English language learners, and racial minorities entering middle school behind their peers. Authorizing Impact Public Schools' Renton campus would help address these gaps.

For the Renton community, Impact offers a model characterized by rigorous, yet personalized instruction capable of meeting the needs of a diverse population. All students who matriculate from Impact Public Schools will have strong core skills in reading, writing, and mathematics, and they will demonstrate mastery of the Common Core standards through fifth grade. Utilizing a modified version of the 21st Century Leadership Framework, Impact will ensure that students are prepared for middle school by developing students' non-cognitive skills, habits, and mindsets, such as growth mindset and hunger for learning. Impact is attracting local and national talent committed to the network's mission to prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders. WA Charters believes strongly that Renton families deserve the option to send their children to a school that offers this kind of transformative education.

WA Charters has upmost confidence in the capacity of founder and CEO Jen Davis Wickens to continue growing a high-quality network focused on equity, innovation, and community partnership, and we believe that Impact is ready to open its second school. As Chief Regional Officer for Summit Public Schools, Ms. Wickens oversaw the successful launch of two high-quality charter public schools in Seattle and Tacoma, and laid the groundwork for the launch of a third campus in West Seattle. At both Summit and Impact, she has formed many successful partnerships with community-based organizations and traditional school districts that effectively serve the entire charter public school sector.

WA Charters is committed to continuing to work with Impact's leadership throughout the start-up phase and beyond. Given the experience and success of the Impact Public Schools team, the demand from families for another high-quality and truly innovative public school option, I urge the Commission to authorize Impact | Renton.

Respectively yours,


Patrick D'Amelio
CEO, WA Charters



Alexandra Friedeman <afriedeman@impactps.org>

Fwd: Thank You For Your Visit

Jen Wickens <jwickens@impactps.org>
To: Alexandra Friedeman <afriedeman@impactps.org>

Sun, Feb 23, 2020 at 2:52 PM

This one too. Thanks

Jen Davis Wickens | Chief Executive Officer
Impact Public Schools
3438 S. 148th Street | Tukwila, WA 98168
O: 206.712.7640 | C: 206.747.0599
www.impactps.org

Follow us!



----- Forwarded message -----

From: **Derek Dias** <derek@wacharters.org>
Date: Wed, Nov 21, 2018 at 12:48 PM
Subject: Thank You For Your Visit
To: Steve.Bergquist@leg.wa.gov <Steve.Bergquist@leg.wa.gov>
Cc: syd.locke@leg.wa.gov <syd.locke@leg.wa.gov>, Bing Howell <bing@wacharters.org>, Jen Wickens <jwickens@impactps.org>, Baionne Coleman <bcoleman@impactps.org>

Dear Representative Bergquist,

On behalf of all of us at Impact and WA Charters, I just wanted to offer a sincere thank you for taking the time out of your busy schedule to spend with our students, staff, and parents. We appreciate all your efforts on behalf of students in your community and now, across the state. Please do not hesitate to reach out to any of us directly if you have further questions regarding Impact, Summit, or the charter sector here in Washington. We look forward to seeing you in Olympia this upcoming session and hopefully, we will have the opportunity to introduce you to some of our parent leaders from our other schools. Hope you your family have a great break over the next few days.

Best regards,

Derek



Derek Dias | Family and Community Engagement Manager

Washington State Charter Schools Association

210 S Hudson St, Suite 324 | Seattle, WA 98134

O: 206.832.8505 [REDACTED]

wacharters.org | @wa_charters | [fb.com](https://fb.com/wacharters)\wacharters



Alexandra Friedeman <afriedeman@impactps.org>

Fwd: FW: Tour of Impact Public School

Jen Wickens <jwickens@impactps.org>
To: Alexandra Friedeman <afriedeman@impactps.org>

Sun, Feb 23, 2020 at 2:51 PM

Please include this chain in the Renton community engagement attachment

From: Locke, Syd <Syd.Locke@leg.wa.gov>
Sent: Friday, November 1, 2019 10:44:38 AM
To: Lindsay Russell <lindsyrm@outlook.com>
Subject: RE: Tour of Impact Public School

Hello Lindsay,

Thank you for the invitation. Rep. Bergquist toured Impact last year and really enjoyed it. In December he will be touring Rainier Prep charter school. Due to his full schedule, Steve will not be able to tour Impact again this year. He does, however, welcome any updates or information that you would like to send him.

Thank you for your important work.

Kind regards,

Syd Locke

Pronouns: He/him/his

Legislative Assistant to Rep. Steve Bergquist

11th Legislative District

John L. O'Brien Bldg., 322

(360) 786-7862

From: Lindsay Russell <lindsyrm@outlook.com>
Sent: Friday, November 1, 2019 9:22 AM
To: Bergquist, Rep. Steve <Steve.Bergquist@leg.wa.gov>

Cc: Jen Wickens <jwickens@impactps.org>
Subject: Tour of Impact Public School

Hello Representative Bergquist,

My name is Lindsay Russell-Mitchell, I am a founding parent of a charter public school student in your district, Impact Puget Sound Elementary. The mission of Impact Public Schools is to prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders.

I am sending this email on behalf of families at Impact, to invite you to visit our school for a tour, meet members of our school community and share the major successes, that have been recognized on a national level, that we accomplished in only our first year!

At your earliest convenience, please share a few dates and times that your available, and I'll find something that works with the school's schedule. Also, please indicate if you would prefer a private tour or if your open to having other legislators from your same party attend the tour.

Thank you for your consideration. I very much look forward to meeting with you.

Sincerely,

Lindsay Russell-Mitchell

Community Outreach Ambassador

Impact Public Schools | **Families For Equitable Schools**

[REDACTED]

[REDACTED]

Sent from [Mail](#) for Windows 10



CHAMBER OF COMMERCE (/?pid=27199)

PLAN AN EVENT (/?pid=27617)

[LOGIN \(/?pid=27700\)](#)
[SEARCH](#)
[VISIT RENTON \(/?pid=25871\)](#)[< FIND THINGS TO DO IN RENTON \(/?pid=25882\)](#)

Education Committee Meeting

MONDAY JANUARY 13TH 2020 8:00 AM — 9:00 AM

This committee is all things education. They promote the strengths and resources of the business community to develop, encourage and build up the education community, both staff and students in order to produce a strong workforce and well balanced community.

Chair - Dan Hammes - Embry Riddle Aeronautical University

CONTACT

Ben Andrews - Director of Events - bandrews@gorenton.com Dan Hammes - Embry Riddle Aeronautical University - hammesd@erau.edu

CONTACT EMAIL

bandrews@gorenton.com (mailto:Ben Andrews <bandrews@gorenton.com>? subject=RE%3A%20Education%20Committee%20Meeting)

ADMISSION

FREE TO ATTEND

(Sponsorships available for this committee)

HOURS

2nd Monday of the Month 8:00 - 9:00AM

LOCATION

Renton Chamber of Commerce 625 S. 4th St. Renton, WA 98057

GORENTON.COM IS PROUDLY POWERED BY THE



(<https://www.facebook.com/rentonchamber>)



(<https://www.youtube.com/channel/UCBjkzt7nGpVUhrjv68Xkg>)



(<https://www.linkedin.com/company/greater-renton-chamber-of-commerce/about/>)

MEMBER QUICKLINKS

[Login \(/?pid=27700\)](#)
[Pay my Bill \(/?pid=27700\)](#)
[Membership Directory \(/?pid=27235\)](#)
[2020 Sponsorship Opportunity Guide \(/img/li_439232.pdf\)](#)

THINGS TO DO IN RENTON

[Chamber Events \(/?pid=25866\)](#)
[Community Events \(/?pid=25882\)](#)
[Find a Hotel \(/?pid=25884\)](#)
[Plan an Event \(/?pid=25873\)](#)
[Places to Eat \(/?pid=25880\)](#)
[Grab a Drink \(/?pid=27618\)](#)
[Places to Shop \(/?pid=25881\)](#)
[2019-20 Chamber Business & Visitor Guide \(https://townsquarepublications.com/renton-wa-digital-publication/\)](#)

WEB DEVELOPMENT & DESIGN:

BLOQS (<https://bloqs.com>)

PHOTOS PROVIDED COURTESY OF:

Morning Star Creative Group (<http://mscgstudio.com/>)
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Alex Alcantar, Renton Chamber of Commerce
Gary Palmer, Star Photographic Services
Boon Boona Coffee (<https://www.boonboonacoffee.com/>)

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Renton Chamber of Commerce (/)

MEMBER MANAGEMENT:

ChamberMaster (<https://www.chambermaster.com/>)

DATABASE MANAGEMENT / INTEGRATION:

CONTACT US
Renton Chamber of Commerce
625 S 4th St,
Renton, WA 98057
(<https://www.google.com/maps/place/625+S+4th+St,+Renton,+WA+98057/@47.4780364,-122.2108134,17z/data=!3m1!1e3!1m2!1s625+S+4th+St,+Renton,+WA+98057>)
(425) 226-4560 (tel:(425) 226-4560)

BLOQS (<https://bloqs.com>)
GrowthZone (<https://growthzone.com>)
 (<https://growthzone.com>)
 (<https://bloqs.com>)





A G E N D A
Education – Workforce Development Team Meeting
Monday, January 13th, 2020
0800 – 0900 Renton Chamber Office

0800-0810

Arrival & Introductions

Diane Johnson

Kevin-CTE

Dan Hammes

0810 – 0830

2020 Events and plans

Ben-Events Coordinator

- Focus – Apprenticeships
- Ahead of the Class
 - o **Ahead of the class Tentative schedule of events and timeline with dates**

January 7th	nomination form launched
February 3rd	nominations closed
February 24th	Teachers Application due
February 27th	applications to readers
March 4th	applications back from readers
March 8 th / TBD	notification patrol
March 12th, 13th or 14th	judging
April 16 th – IKEA Center	Ahead of the class ceremony
- New Teacher Celebration Breakfast
 - Tentative – Aug 26th – Confirmed, Speaker Confirmed

- certified instructor recognized

0830 -0840

- o Education and partnerships

0835- 0840

Renton School -

0840-0900

- Update on State and government educational topics
- Update from Colleges and School District:
 - Renton School District
 - Renton Technical College
 - Other Colleges and Schools

0905

- Closing

- **February Meeting – February 10th 0800-0900**

Collaborate with us to open a new high quality elementary option in your community!



**FREE
PUBLIC
SCHOOL**

Open to
• **ALL** •
students

**Strong
community**
rooted in high
expectations
& joy

Every child
is known, loved
and guided by an
**individual learning
plan & an adult
mentor**

**JOIN US FOR A COMMUNITY
DESIGN MEETING:**

**PROVIDE YOUR INPUT ON OUR
SCHOOL MODEL**

FREE FOOD PROVIDED!

January 27th, 2020 • 6:30PM - 7:30PM

February 10th, 2020 • 6:30PM - 7:30PM

Renton Community Center - Meeting Room A
1715 Maple Valley Highway, Renton WA

Impact | Renton
Applying to Open
in
Fall 2021!

www.impactps.org

CONTACT: Impact Public Schools
Emily McLeod
(206) 712-7640
emcleod@impactps.org



IMPACT

PUBLIC SCHOOLS

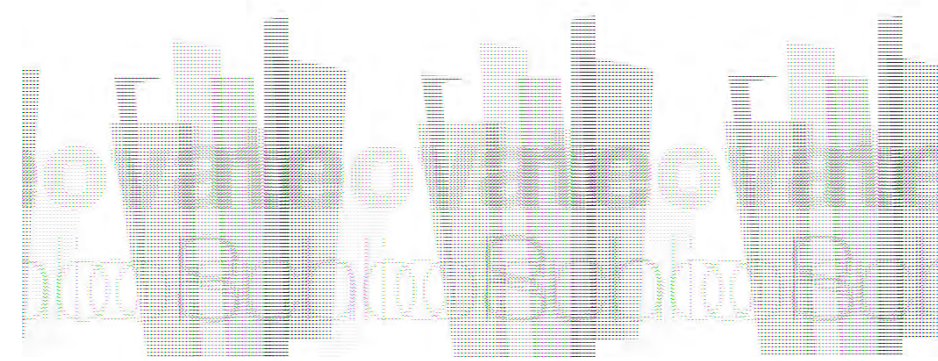
Community Design Session



2021-2022 School Year

Our Team

EXPERIENCED



BUSINESS
INSIDER



DIVERSE



HIGH-PERFORMING

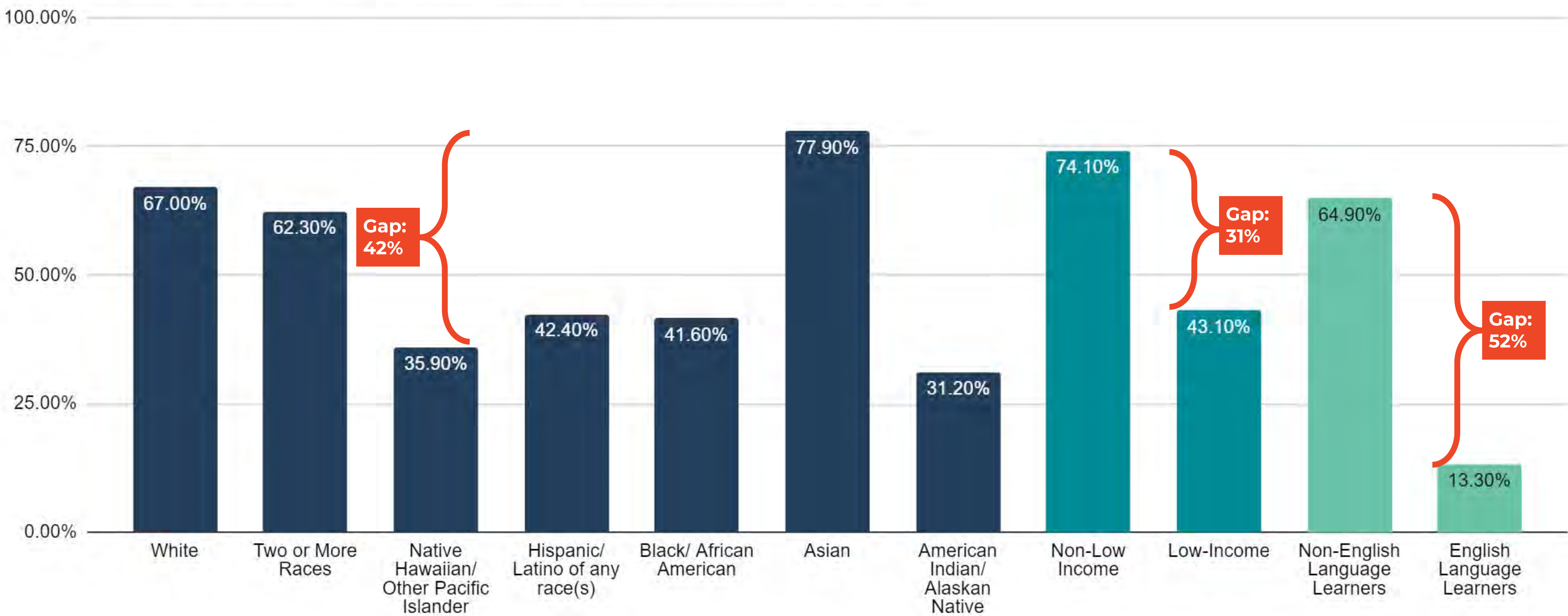
S U C C E S S
A C A D E M Y
C H A R T E R
S C H O O L S



Washington State | Opportunity Gaps in ELA

NEED IN WA

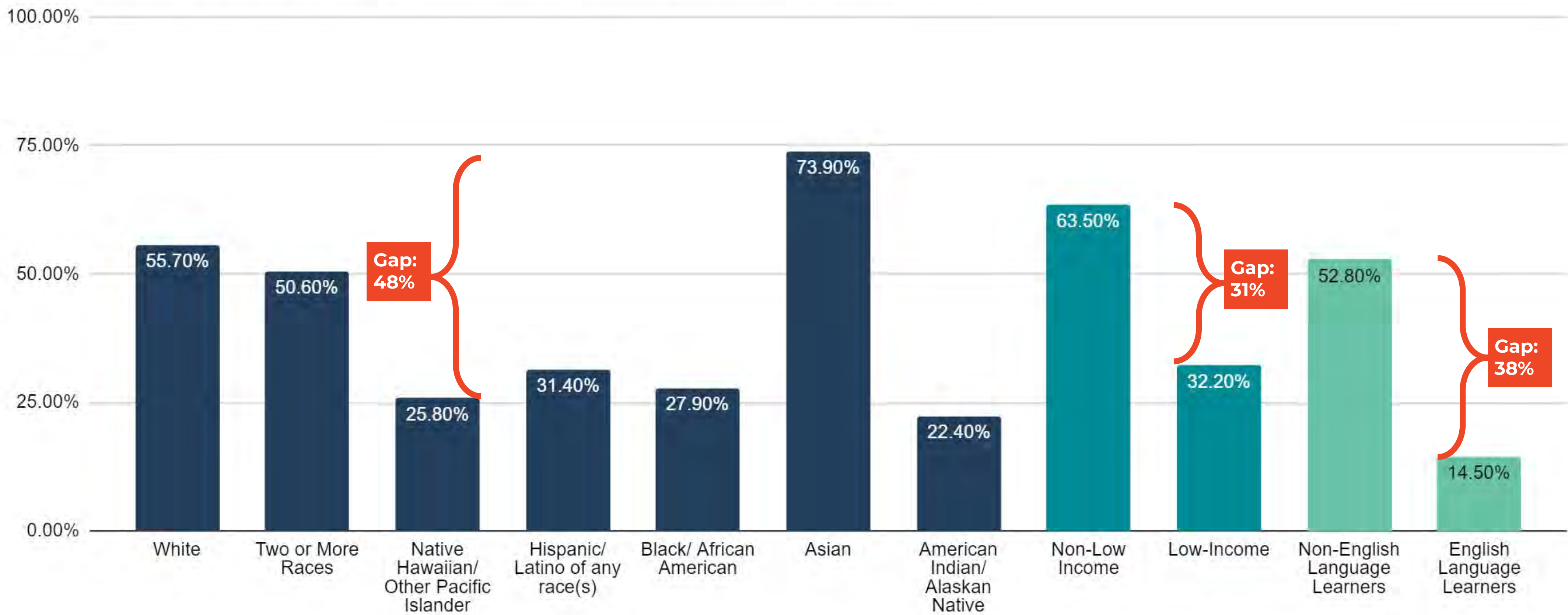
Washington State | Percent of Students Meeting Standard in ELA



Washington State | Opportunity Gaps in Math

NEED IN WA

Washington State | Percent of Students Meeting Standard in Math



WA is an innovative state with unacceptable student results

WA is proud to rank...

2nd in the concentration of STEM/high tech jobs.

Yet ashamed to rank...

49th in student preparedness for these roles.

41st in graduation rates.

50th in closing the opportunity gap for low-income students.



The charter sector & IPS are the catalysts for change.

Washington's charter public schools are...

- Part of a range of **solutions** in the public school system.
- Run by **non-profit, non-religious** organizations.
- Free and **do not charge tuition**.
- Open to **all students** regardless of race, income, disability status, or past performance.
- Publicly-funded** based on student enrollment, like all public schools.
- Afforded **more flexibility** to **personalize instruction** and innovate, in exchange for **greater financial and academic accountability**.

SEATTLE



SUMMIT PUBLIC SCHOOLS
Sierra

SUMMIT PUBLIC SCHOOLS
Atlas

Opening Fall 2020  **IMPACT**
SALISH SEA ELEMENTARY

BELLINGHAM

Opening Fall 2020

**WHATCOM**
INTERGENERATIONAL
HIGH SCHOOL

SPOKANE



Opening Fall 2020  **Lumen**
HIGH SCHOOL

BREMERTON

Opening Fall 2020

**Catalyst**
Public Schools

MIDWAY

Opening Fall 2020

**Cascade**
PUBLIC SCHOOLS

WALLA WALLA

**willow**
public school

TACOMA

SUMMIT PUBLIC SCHOOLS
OLYMPUS

Our Vision

The background features a large, faint graphic of concentric circles in shades of yellow, orange, and teal, centered around a light orange five-pointed star. A small orange horizontal line is positioned directly beneath the title 'Our Vision'.

One day, every single Washington state student will have the choice to attend a high quality public school that prepares them with the skills, habits, and mindsets to succeed in a four-year college and positively contribute to our community.

One day, we will eliminate the growing opportunity gap in our state.

One day, Washington will boast a public education system that is connected, just, and vibrant.

A horizontal bar at the bottom of the slide is composed of five colored segments: yellow, teal, dark blue, light blue, and orange.



Mission #1

We prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders.

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Discussion Question #1

A decorative background featuring a large, faint star in the center, surrounded by several concentric circles in various colors (yellow, green, blue, red, and grey). The circles are semi-transparent and overlap each other. A small red horizontal line is positioned below the 'Q' in the title.

If you could change one thing about elementary schools, as they are now or from your own experience, what would it be?



Our Core Values

Bold Ambitions

Brave Solidarity

Team WA

Everyone Grows

Play Big

Intention

Design Principles

Relationships

Secure attachments within
a tight-knit community
of learners

Agency

Personalized pathways
for each individual

Empowerment

Deep, authentic
learning experiences and
passion exploration



Expanded Definition of Student Success



Core Skills

CCSS in literacy and math, and content in social studies and science



Deeper Learning Skills

Next Generation Science Standards, Nat'l Arts Standards, CCSS



Compass Habits

Social Emotional Learning (SEL) Skills, and Diversity, Equity & Inclusion (DEI) Skills

Impact Public Schools' Results

IPS scholars' Math scores went from **1.2 BELOW** the national norm at the beginning of the year to **10.6 ABOVE** the national norm at the end of the year.

IPS scholars' Reading scores went from **1.0 BELOW** the national norm at the beginning of the year to **7.8 ABOVE** the national norm at the end of the year.

IPS Kindergartners grew an average of **4.6 reading levels** and IPS 1st Graders grew an average of **6.7 reading levels** in one year - **exceeding** high-performing charter school annual reading targets by an average of **13%**.

Our Community

287
Students

52% Black
18% White
10% Latino
8% Multi-Racial
7% Asian
5% Other

21% ELL
13 Languages*
Spoken at
Home

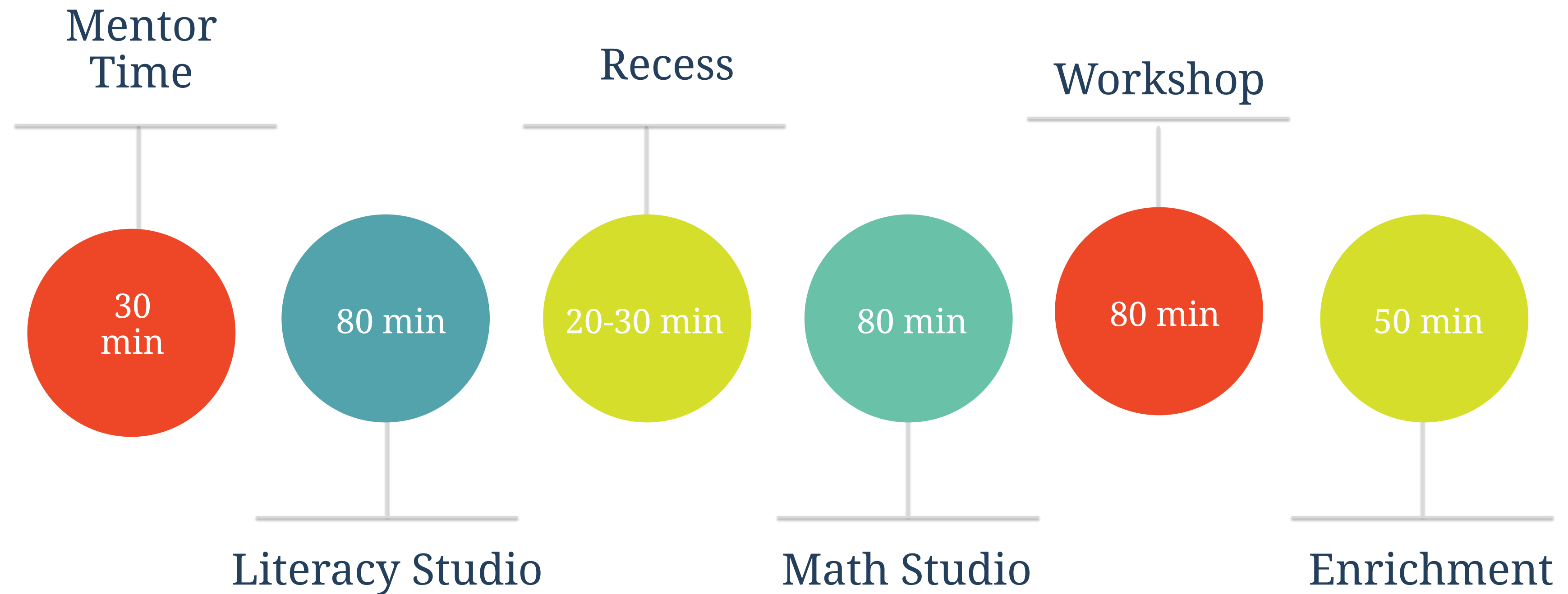
55% Highline
17% Tukwila
8% Renton
7% Seattle
6% Kent
5% Federal Way
2% Tacoma

64%
Free and
Reduced
Lunch

*Amharic,
Bosnian,
Burmese, Oromo,
Punjabi, Somali,
Spanish, Tigrinya,
Urdu, Vietnamese,
English

A Balanced Schedule

Proven best practices woven thoughtfully together to create a new, world-class model.



Mentor Time

Our SEL model is a human development model that is grounded in the foundational elements of what it takes to build a trusting community. Every morning begins with Mentor Time.

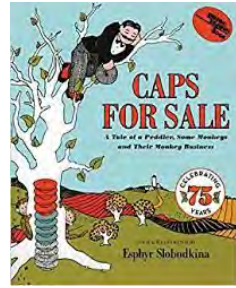
Components of Mentor Time

- Community Building
- Social Emotional Learning
- Circle Time

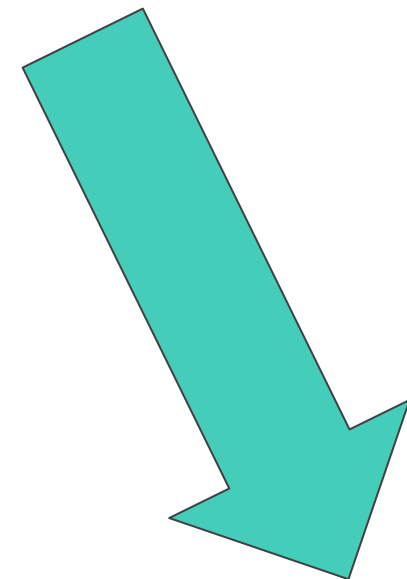


Literacy Studio: K-1

Read Aloud



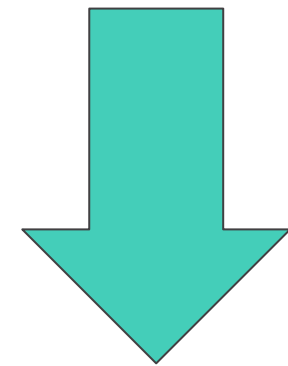
Deep comprehension and fluency of rigorous texts. Read aloud also develops critical vocabulary.



SFA Phonics



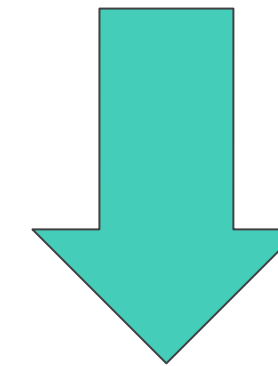
Building blocks of decoding words in small leveled groups.



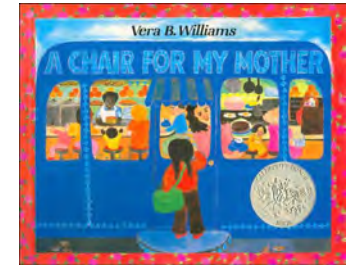
Lexia



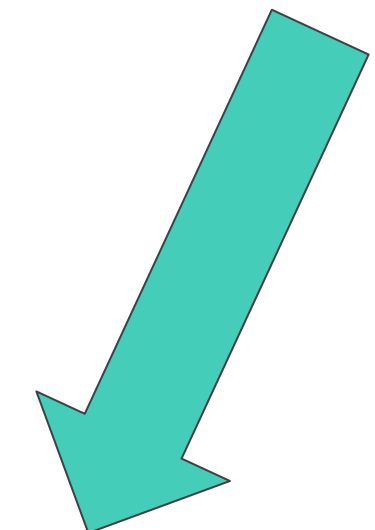
Extra student specific practices with phonics, vocabulary, fluency and comprehension.



Emergent StoryBook



Concepts of Print and Storytelling for pre-readers.

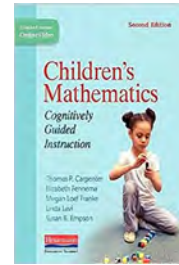


Guided Reading

Impact students receive daily, personalized guided reading in groups of 6 students or less. This small group experience is the opportunity for students to bring all of their skills together to practice fluent reading 1 level above their current level. The teacher is the coach, guiding students to ensure they are using their skills to become amazing readers.

Math Studio: K-1

Problem Solving



This CGI component allows students to make sense of mathematics through daily, real world story problems.

Small Group Math Routines



Through small group math routines students increase conceptual understanding or various math concepts with coaching from their teacher and discussion with their peers.

ST Math



Extra student specific practices with math concepts, fact fluency and repetitive practice at a student's just right level.

It is only when you build from within that students really understand something. If children don't build from within and you just try to explain it to a child, then it's not really learned. It is only rote, and that's not really understanding. - Ann Badeau, Teacher of CGI math instruction

Workshop: Project Based Learning @ IPS

Students need to understand that you don't just learn to read and write and think well for the sake of reading, writing and thinking. These skills allow you to learn about the world around you, share your ideas with others, solve problems and impact your community.

Project Design Principals at IPS

- Projects are relevant to the lives of our students - high interest/high engagement
- Projects give students an opportunity to become experts in different areas of study (Communities, Animals, Cultures, Governments, etc)
- Projects and poetry units lift up non-dominant perspectives
- Projects are student centered
- Projects involve design thinking and rich writing and art experiences
- All projects give students an opportunity to share with real audiences
- All projects give students an opportunity to be activists and influence change within the community

Workshop: Project Based Learning @ IPS

Project #	School Launch	Project 1	Project 2	Project 3	Poetry Month	Year End
Approx Dates		Oct-Nov	Dec-February 15th	February 15-April	May	June
K	My Story Matters Anchor text: Jabari Jumps	Supermarkets: Farm to Table	Bread: Farm to Table + Bread from around the world	Butterflies	Poetry Unit: Intro to Poetry through studying Robert Louis Stevenson, Jacqueline Woodson, Francisco Alarcon, Shel Silverstein	Rite of Passage
1	My Story Matters Anchor text: A Chair for My Mother	School: What makes a school? How are schools similar + different?	Fabric: Focus on the science of fabric + fabric from cultures around the world	The arctic: Focus on Environmental Activism	Poetry Unit: Nature Poets- Emily Dickinson, Robert Frost, Anon, Christina Rossetti	Rite of Passage
2	My Story Matters Anchor Text: Smoky Night	Our Tukwila Community	Coastal and Plateau Native Americans and the Pacific Northwest	Birds of the Pacific Northwest	Poetry Unit: Native American Poets- Sherman Alexi, Louis Red Elk, Joy Harjo	Rite of Passage
3	My Story Matters Anchor Text: Because of Winn Dixie	Westward Expansion	The Transcontinental Railroad	The Founding of WA State	Poetry Unit: Poetry about the West	Rite of Passage
4	My Story Matters Anchor Text: A Long Walk to Water	Immigration: Focus on West Coast Immigration points	Japanese internment: Bainbridge Island	Immigration Today: Focus on Immigrant perspectives and stories from WA state	Poetry Unit: Poetry about the Immigrant Experience: Alberto Rios, Li-Young Lee, Hamda Yusuf, Lawson Inada	Rite of Passage
5	My Story Matters : The Sweet Smell of Roses	The Atlantic Slave trade	The Civil War: The economies of the North and South	Civil Rights Movement: Focus on educational rights + school integration + student involvement	Poetry Unit: Langston Hughes, Maya Angelou, Nikki Giovanni, Gwendolyn Brooks, Rita Dove, Cleo Wade	Rite of Passage

SHOWCASE

5 Reasons to Exhibit Student Work

1. Increase Student Engagement
2. Increase Student Learning of Significant Content
3. Promote a Shared Instructional Vision Among Faculty
4. Develop Parent Ownership of Instructional Vision
5. Experience the Joy of Teaching and Learning

Others?



Discussion Question #2

A decorative background featuring several concentric circles in shades of yellow, green, and blue. In the center of these circles is a large, light-colored star. A small red horizontal line is positioned below the title.

What excites you about the model?

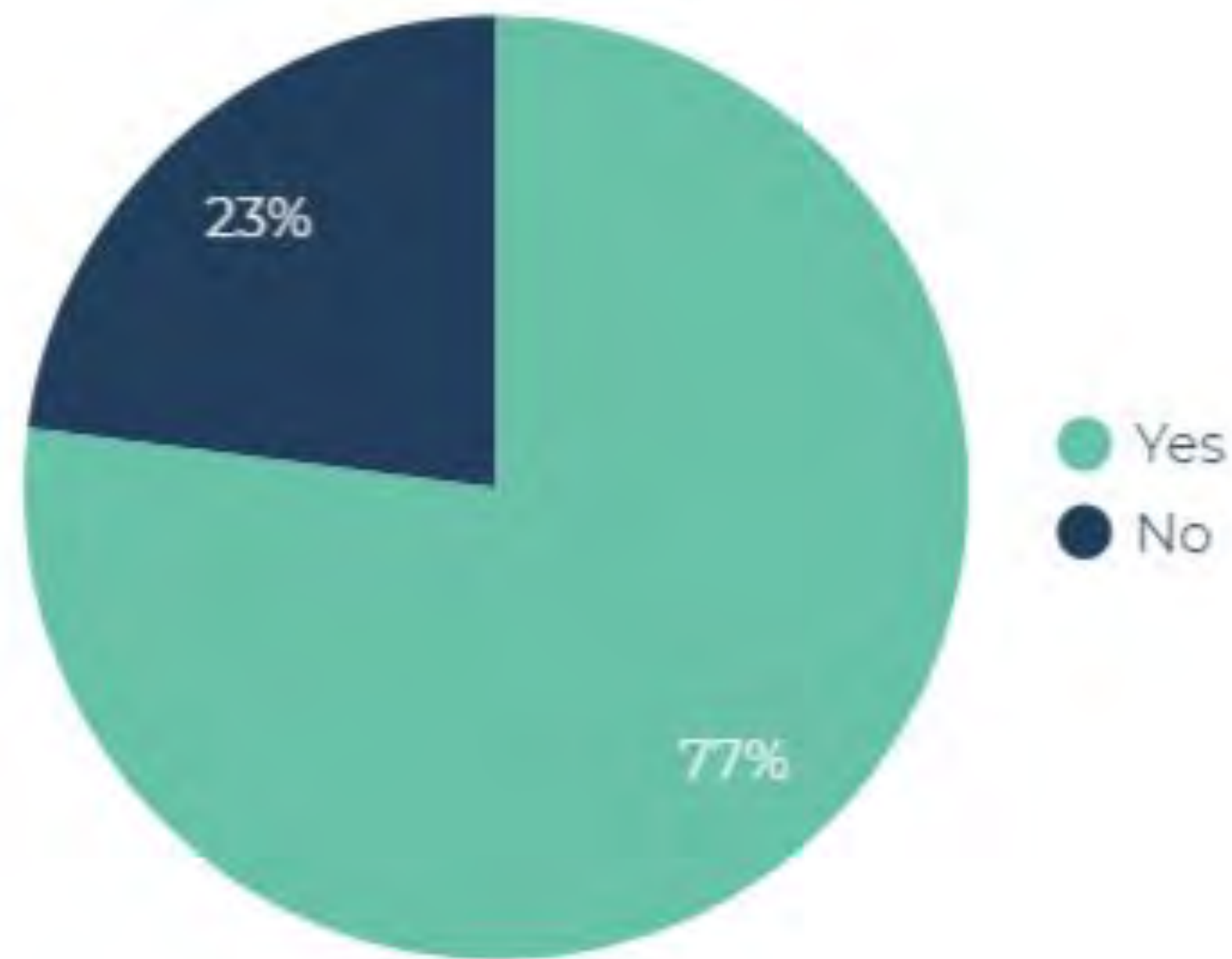
What resonates from a parent or community member perspective?

What questions do you have?

A decorative footer bar at the bottom of the slide, consisting of five colored segments: yellow, green, dark blue, teal, and red.

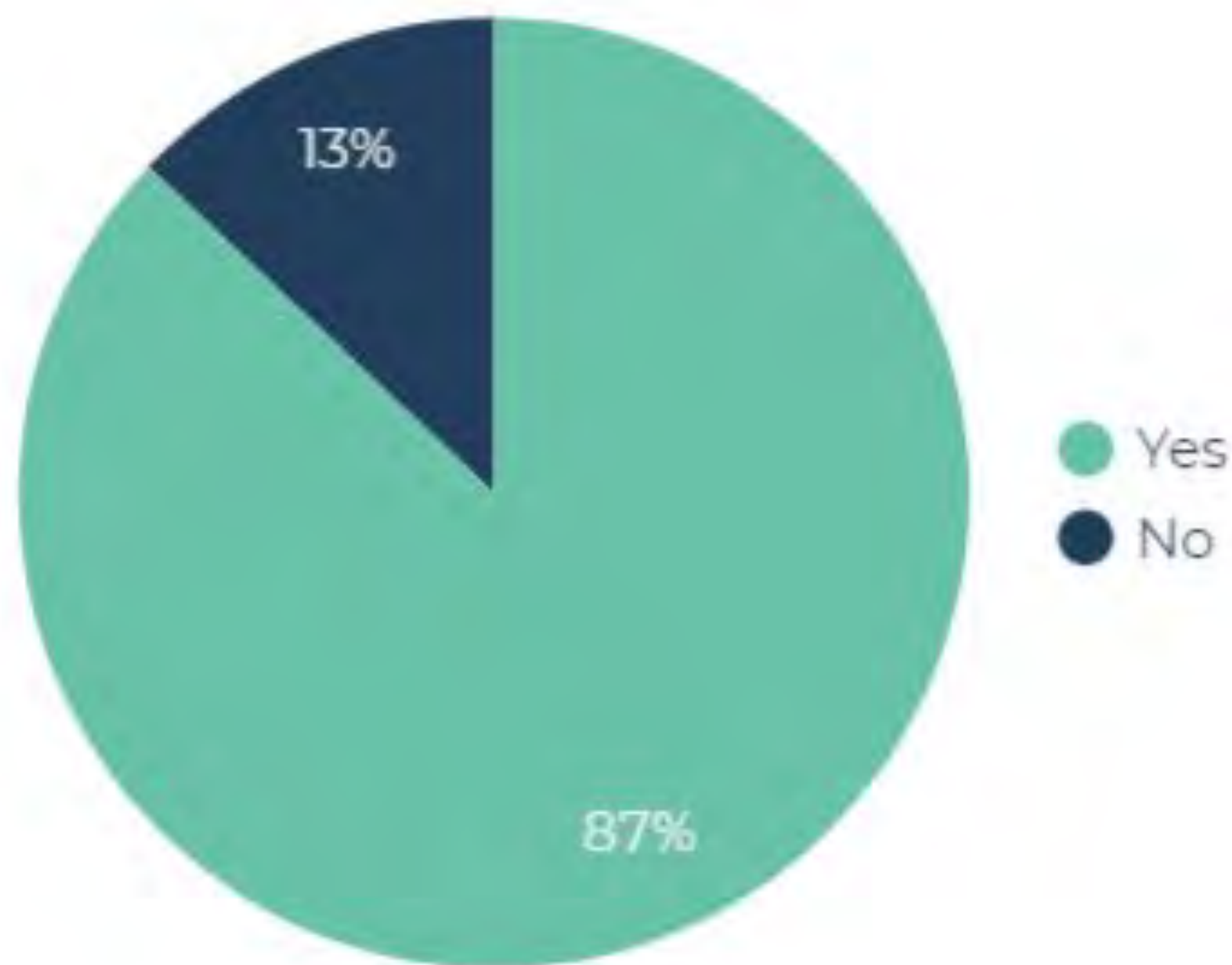
NWEA MAP Reading | Baseline to Year End

In schools of this age, Charter School Growth Fund expects 60% of scholars to meet their growth target. **At Impact, 77% of scholars met their growth target.**



NWEA MAP Math | Baseline to Year End

In schools of this age, Charter School Growth Fund expects 60% of scholars to meet their growth target. **At Impact, 87% of scholars met their growth target.**



We see families as key partners at Impact, so we were thrilled that **98% of families would recommend Impact Public Schools** to another family.

FAMILIES

Spring Family Survey Results:

- 93% of families feel welcome at I|PSE.
- 94% of families agree that IPS Faculty set high expectations for scholars
- 98% of families think that communication with the school happens in a respectful manner.
- 96% of families agree that their child feels safe at school.
- 94% of families think their scholar's academic performance has improved since attending I|PSE.



Impact families joined community partners to build a new playground for the school.

Village Action Committee

We believe every member of our community is a leader, including our parents/guardians. We believe we are strongest when we work together toward our shared mission. Our Village Action Committee meets monthly and supports the school with the following action groups:

- Faculty Appreciation
- Impact Family Community Building
- Teaching and Learning
- Parent Volunteer Rallying & Organization
- External Spokespeople
- Community Outreach & Student Enrollment

Discussion Question Breakout

Group 1

What barriers do you find to be most common for families in your community?

Group 2

What does an ideal family-school collaboration model look/feel/sound like?

Group 3

What community organizations do you view as valuable resources for families and students?

Ways to Support

A decorative background featuring a large, faint star in the center, surrounded by several concentric circles in various colors (yellow, green, blue, red, and grey). A small red horizontal line is positioned below the title.

1. Sign the petition
2. Take blank petitions with you, ask your friends/neighbors to fill them up, and send them back to us.
3. Write a letter of support
4. Attend the next Design Session and bring a friend
5. Attend our Community Forum



Thank you for coming!

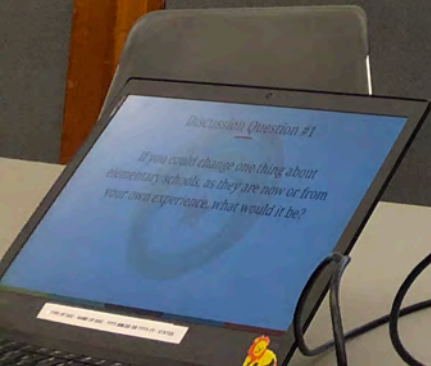




Discussion Question #1

If you could change one thing about elementary schools, as they are now or from your own experience, what would it be?

- lack of diverse community
- individualized learning
- lack of help (parent involvement)
 - lack of para-educators
- teacher stress
- lack of discernment amongst skills of children
- more field trips









IMPACT

PUBLIC SCHOOLS

Impact | Renton
Attachment 4 (Section 4)

Contents:

- Enrollment Policy

Attachment 4: IPS Student Enrollment Policy

The IPS Board of Directors, with the advice of IPS leadership, shall determine all policies, processes, and procedures governing application, admission, and enrollment at Impact | Renton. All students attending Impact | Renton must follow the application, admission, and enrollment policies of IPS. Below is the board-approved Enrollment policy (#3120) for all IPS schools.

Policy: 3120
Section: 3000 - Students

Approved by the IPS Board on April 26, 2018

Impact Public School (IPS) shall be open to all students at the appropriate age groups and grade levels who wish to attend. IPS shall be open to all students without regard for the location of residence of students within Washington. If capacity is insufficient to enroll all students who apply to IPS, admission, except for existing students, shall be determined by lottery. There shall be no admission testing or other evaluation required of any applicant.

The CEO will develop procedures for enrolling students, recording attendance behavior, and counseling and correcting students with attendance problems. When enrolling a student who has attended school in another school district, the parent and student will be required to briefly indicate in writing whether or not the student has:

- A. Any history of placement in a special education program;
- B. Any past, current or pending disciplinary actions;
- C. Any history of violent behavior or convictions;
- D. Adjudications or diversion agreements related to a violent offense, a sex offense, inhaling toxic fumes, a drug offense, a liquor violation, assault, kidnapping, harassment, stalking or arson;
- E. Any unpaid fines or fees from other schools; and
- F. Any health conditions affecting the student's educational needs.

If Impact Public Schools (IPS) receives information that a student has a history of disciplinary actions, criminal or violent behavior, or other behavior that indicates the student could be a threat to the safety of staff or students, the student's teachers and building security personnel will be informed.

IPS may require students or their parents to provide proof of residency within Washington state, such as copies of phone and water bills or lease agreements. The IPS will not require proof of residency or any other information regarding an address for any student who is eligible by reason of age for the services of IPS if the student does not have a legal residence. IPS will not inquire into a student's citizenship or immigration status or that of his/her parents or guardians. The request for enrollment may be made by the student, parent or guardian.

Since accurate enrollment and attendance records are essential both to obtain state financial reimbursement and to fulfill IPS's responsibilities under the attendance laws, IPS will be diligent in maintaining such records.

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

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

Admission Criteria

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

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

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

Lottery and Enrollment Preferences

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

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

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

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

- **July 2020***: Impact | Renton applications are made available, pending authorization
- **January 2021**: Impact | Renton applications are due
- **February 2021**: Impact | Renton lottery is held, notifications of acceptance and/or waitlist status are available
- **March - July 2021**: Enrollment period begins for accepted students through the lottery
- **March 2021 - Ongoing**: Waitlist students are enrolled as needed, based on enrollment matriculation for accepted students

* Community engagement and recruitment begins after authorization in 2020.

Conditions of Enrollment

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

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

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

Re-enrollment, Withdrawals and Transfers

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

Student Recruitment Plan

Area Schools

Impact | Renton seeks to recruit most heavily from the areas surrounding the following preschools and elementary schools:

[REDACTED]

[REDACTED]

Community Communication and Notification (July 2020– August 2021): [REDACTED]

[REDACTED]

- [REDACTED]

- [REDACTED]

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PROPRIETARY/CONFIDENTIAL INFORMATION¹

¹ This recruitment plan was curated by faculty at Impact Public Schools. The associated personnel costs, along with the proprietary nature of the content, has led us to mark this as confidential to protect this internal resource.

9. [REDACTED]
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Recruitment Events (July 2020 – July 2021)

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PROPRIETARY/CONFIDENTIAL INFORMATION



IMPACT

PUBLIC SCHOOLS

Impact | Renton
Attachment 5 (Section 6)

Contents:

- Workshop (PBL) Sample Course Scope & Sequence - 2nd Grade

Attachment 5: Sample Course Scope & Sequence

The mission of Impact Public Schools is to prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders. To fulfill this mission, equipping students with core skills is not enough. Instead, in order to empower students as problem solvers, innovators and changemakers, IPS invites students to apply their skills in authentic contexts -- taking charge of their learning path to deeply explore ideas that impassion them.

Propelled by the power of story, IPS students dive deep into content and apply skills and knowledge through story-based projects.

Desired Outcomes:

- Students master Next Generation Science Standards (NGSS) and Washington social studies Grade Level Expectations (GLEs) through project-based learning.
- Students master Deeper Learning skills (framework integrating process skills and mindsets from CCSS, NGSS, and GLEs) through project-based learning.
- Students develop DEI and SEL skills through cooperating with peers to complete projects.

Project-Based Learning (PBL) Design Principles:

- Projects are relevant to the lives of our students - high interest/high engagement
- Projects give students an opportunity to become experts in different areas of study (Communities, Animals, Cultures, Governments, etc)
- Projects and poetry units lift up non-dominant perspectives
- Projects are student centered
- Projects involve design thinking and rich writing and art experiences
- All projects give students an opportunity to share with real audiences
- All projects give students an opportunity to be activists and influence change within the community

How Each Project Works at IPS:

Each project lasts 6-8 weeks and has three stages: explore, create, and showcase.

Explore & Create Approximately 5 weeks	Showcase Approximately 1 week
Students master knowledge of a topic through a curated set of experiences including read alouds, independent texts, shared reading, interviews, field trips, primary sources and more. Students deeply explore subtopics of the areas of study, applying skills and knowledge through creation of a product.	Students act as teachers to share their completed project with peers, family, friends and community members through an evening Celebration of Learning and additional community-based audiences as appropriate.

Workshop Project-Based Learning Scope & Sequence

¹ Willingham, D. T. (2010). *Why don't students like school? A cognitive scientist answers questions about how the mind works and what it means for the classroom*. San Francisco: Jossey Bass.

² Heath, C., & Heath, D. (2010). *Made to stick: Why some ideas survive and others die*. New York: Random House.

The following table outlines the scope and sequence of the project arcs for each grade K-5, followed by a detailed 2nd grade project titled “Native Tribes of the Northwest Coast,” which was contextualized for and implemented at Puget Sound Elementary. This project exemplifies how a strong base curriculum can be contextualized to the community the school serves through a two-part process (described in **Section 5 - Part 3**). This project will be contextualized to the South Seattle (Impact | Salish Sea Elementary), Tacoma (Impact | Tacoma) and Renton (Impact | Renton) communities using the same process and building a diverse body of student work across IPS’ South Puget Sound schools.

Project #	School Launch	Project 1	Project 2	Project 3	Poetry Month	Year End
Approx Dates		Oct-Nov	Dec-February 16th	February 16-April	May	June
K	My Story Matters Anchor text: Jabari Jumps	Supermarkets: Farm to Table	Bread: Farm to Table + Bread from around the world	Butterflies	Poetry Unit: Intro to Poetry through studying Robert Louis Stevenson, Jacqueline Woodson, Francisco Alarcon, Shel Silverstein	Rite of Passage
1	My Story Matters Anchor text: A Chair for My Mother	School: What makes a school? How are schools similar + different?	Fabric: Focus on the science of fabric + fabric from cultures around the world	The arctic: Focus on Environmental Activism	Poetry Unit: Nature Poets- Emily Dickinson, Robert Frost, Anon, Christina Rossetti	Rite of Passage
2	My Story Matters Anchor Text: Smoky Night	Our Tukwila Community	Coastal and Plateau Native Americans and the Pacific Northwest	Birds of the Pacific Northwest	Poetry Unit: Native American Poets- Sherman Alexi, Louis Red Elk, Joy Harjo	Rite of Passage
3	My Story Matters Anchor Text: Because of Winn Dixie	Westward Expansion:	The Transcontinental Railroad	The Founding of WA State and Tribal Sovereignty	Poetry Unit: Poetry about the West	Rite of Passage
4	My Story Matters Anchor Text: A Long Walk to Water	Immigration: Focus on West Coast Immigration points	Japanese internment: Bainbridge Island	Immigration Today: Focus on Immigrant perspectives and stories from WA state	Poetry Unit: Poetry about the Immigrant Experience: Alberto Rios, Li-Young Lee, Hamida Yusuf, Lawson Inada	Rite of Passage
5	My Story Matters: The Sweet Smell of Roses	United States: Founding of a country	The Civil War: The economies of the North and South	Civil Rights Movement: Focus on educational rights + school integration + student involvement	Poetry Unit: Langston Hughes, Maya Angelou, Nikki Giovanni, Gwendolyn Brooks, Rita Dove, Cleo Wade	Rite of Passage

Native Tribes: Native Tribes of the Northwest Coast 2nd Grade - Workshop Unit Plan

What does culture mean? How could you study and learn about a culture that is different than your own? What is unique about the culture of the Coast Salish Peoples? What can we learn from Coast Salish Culture?



- I. [What is Workshop at Impact Public Schools? Why Project Based Learning?](#)
- II. [Components of Workshop at Impact Public Schools and standards alignment.](#)
- III. [Unit Overview](#)
- IV. [Showcase Overview: Final Products in this Unit](#)
- V. [Read Aloud and Article Guide](#)
- VI. [Day by Day Lesson Plans](#)
 - A. [Week One](#): What makes a culture a culture? How can we learn about a culture that we are interested in? Who are the Coast Salish people?
 - B. [Week Two](#): Daily Life
 - C. [Week Three](#): Stories and Histories of our Place
 - D. [Week Four](#): Honoring the Salmon
 - E. [Week Five](#): Honoring the Salmon
 - F. [Week Six](#): The significance of the Potlatch
 - G. [Week Seven](#): Coast Salish Art and our visit to the Seattle Art Museum
 - H. Week Eight: The Coast Salish People today
- VII. Field Trips in this unit

What is Workshop at Impact Public Schools? Why Project Based Learning?

*"If students are sharing their work with the world, they want it to be good.
If they are just sharing it with you (the teacher), they just want it to be good enough."
— Rushton Hurley*

Why real-world projects?

In a project-based approach to teaching and learning, scholars are presented with real issues and problems while simultaneously learning content to develop solutions and become experts. These rich tasks and areas of study help scholars see the relevance of the content and skills they are learning. Scholars actively make connections to the world beyond their classroom.

A project-based approach to instruction also provides students with essential 21st century communication skills. During project work, scholars have an opportunity to practice key elements of the [Common Core Anchor Standards for English Language Arts](#) as they:

- Read for a purpose beyond academic and entertainment;

- Write for a wider audience;
- Listen to and utilize the skills of peers to collaborate effectively;
- Practice public speaking as they engage with community members and other project stakeholders.

Shifting the Dominant Perspective

Currently the vast majority of writers, teachers, and curriculum designers are white and the vast majority of social studies curriculum continues to promote European dominance. All of Impact's project based learning curriculum is designed to shift the dominant perspective and highlight voices, stories, and information that has not been emphasized in how students learn history. Impact curriculum is designed to question what has been traditionally taught and make changes where needed to best present content to our scholars.

"Decolonisation (of the curriculum) asks us to consider how the location and identity of an author shapes their perspective. Designing modules entails narrating stories and we need to reflect more critically on how these stories are told. Which actors are privileged and placed at the centre? Whose voices are authoritative and considered as part of the canon while others are left at the margins?"

- James Muldoon

All scholars deserve to see themselves and their experiences in what is being taught in their classrooms. All students deserve to learn about and be exposed to writers, artists, historians, community heroes and leaders who share their background and identity.

Service Learning and Advocacy

Service learning is an essential part of preparing scholars to take responsibility as open minded, principled citizens in a global community. While performing community service, children have the opportunity to see first-hand just how much they can impact the world.

We must support scholars in feeling like they can make a change in their community. This leads to all scholars feeling a sense of empowerment, and ultimately to a better and more equitable world.

Through service learning and advocacy projects, scholars not only begin to understand the impact that they can have on the world but also develop critical lifelong skills such as problem solving skills, knowledge and understanding of different cultures, marketing, leadership, organization, accountability and time management. All Impact projects contain at least one element of service learning or advocacy.

Sharing Work

Scholars must share their work with the widest audience possible. Truly authentic projects need a real-world audience that values their effort and achievements. All posted scholar work will:

- 100% be done by scholars - scholars should have opportunities to complete multiple drafts of their work to ensure quality.
- Show off scholar expertise
- Meet museum quality standards
- Include descriptions and labels to guide the learner

In order to get high quality work, the entire faculty must agree to commonly held classroom norms that encourage scholars to take risks, be persistent, value feedback and expect much of themselves and their peers.

Insisting on Best Effort and Best Work

All scholar writing and art projects will be scored on Impact's [K-2 writing rubric](#) and the best effort art rubric. Starting in third grade work will be scored on a more advanced 3-5 project rubric.

Components of Workshop at Impact Public Schools and standards alignment

Component	What and Why?	How does it align with the 2nd grade common core standards?
Research	The literature demonstrates that scholars who participate in research have greater problem solving skills, better understanding of research methods, deeper understanding of the content and greater confidence and independence.	<p>CCSS.ELA-LITERACY.RF.2.4.A Read grade-level text with purpose and understanding.</p> <p>CCSS.ELA-LITERACY.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>CCSS.ELA-LITERACY.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-LITERACY.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer questions.</p>
Interviews	In workshop units, scholars will learn how to create interview questions and interview experts on various subjects as part of their research.	
Critical Thinking and Problem Solving	Scholars will have daily opportunities to engage in critical thinking, discussions and group problem solving.	<p>CCSS.ELA-LITERACY.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>CCSS.ELA-LITERACY.RI.2.8 Describe how reasons support specific points the author makes in a text.</p> <p>CCSS.ELA-LITERACY.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>CCSS.ELA-LITERACY.SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>CCSS.ELA-LITERACY.SL.2.1.A Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about</p>

		<p>the topics and texts under discussion).</p> <p>CCSS.ELA-LITERACY.SL.2.1.B</p> <p>Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>CCSS.ELA-LITERACY.SL.2.1.C</p> <p>Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>
Journal Writing	<p>Our projects use journals for multiple reasons. Journals are an excellent way for scholars to process information throughout the unit, creating a single location that houses their thinking on the topic of study. Additionally, journals provide many opportunities for scholars to strengthen their writing skills by practicing writing clear topic sentences and backing up their thinking with evidence.</p>	<p>CCSS.ELA-LITERACY.W.2.2</p> <p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>CCSS.ELA-LITERACY.W.2.8</p> <p>Recall information from experiences or gather information from provided sources to answer questions.</p>
Project Writing	<p>All units also have other opportunities for various types of writing. In Impact project units, scholars will write informational text, historical fiction, poetry, how to books, persuasive letters and more learning that writing is an amazing way to express our ideas, show our knowledge on a topic and engage and teach others.</p>	<p>CCSS.ELA-LITERACY.W.2.2</p> <p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>CCSS.ELA-LITERACY.W.2.1</p> <p>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>
Artwork	<p>Infusing art into PBL creates a rich framework to develop the complex thinking and creative problem solving required of present and future global citizens. Art practices can enhance PBL by providing scholars new avenues to engage with important and challenging questions in critical and creative ways</p>	
Field Studies	<p>All of Impact Workshop units are designed to help scholars become experts in their world and empower them to be leaders and advocates for good in their community. While much of this learning can happen in the classroom, we want our scholars to get out of the classroom and into the world. We want scholars to see for themselves how their communities work, interview those around them, visit historic and cultural sites.</p>	
Teaching Others at Showcase	<p>One way to show true understanding is to teach others. At showcase scholars will not only show off all of their learning but they will be the experts teaching the audience about the topic. In order to teach others, scholars will have to deeply internalize the topic and use public speaking skills to explain what they have internalized to their friends and family. It is rare that young children get to be true experts. Holding this expertise and teaching others is an incredibly powerful experience!</p>	

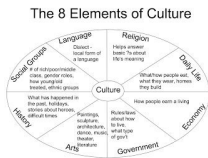
Unit Overview

Week One: What makes a culture? How do we study culture?

In week one scholars will understand how we can study a culture making the work they will do in this unit transferable to any culture they may be interested in studying in the future. Scholars will launch the unit by looking at artifacts from a familiar culture (Impact Public Schools) and drawing conclusions about what might be true about Impact's culture based on those artifacts. Using the 8 elements of culture students will brainstorm how they can use the resources around them to become experts in the Coast Salish People. They will create a giant cultural diagram that they will use to fill in information at these learn it throughout the unit.

Key Understandings for this week:

- There are 8 key elements of culture that we can use to learn about cultures we are interested in.



- There are many ways we can learn about the world around us including reading, interviewing, listening to stories, watching films, looking at pictures/artwork, hearing music, trying food, visiting different locations etc...

- Coast Salish are peoples from the Pacific Northwest Coast made up of many different languages and cultural characteristics. Coast Salish territory covers the coast of [British Columbia](#) and [Washington](#) state.

Key Academic Outcomes from this week:

- 100% of scholars can draw logical inferences about culture by studying a cultural artifact. They can describe their artifact and inferences in writing using descriptive language.

Week Two: Daily life of the Coast Salish People (pre-colonization)

Focusing on life before the European encounter, scholars will use scholar friendly texts to better understand what daily life was like for the Coast Salish people. As they learn new information that will add that information to their giant cultural diagram being sure to cite where the information came from. To conclude this week scholars will learn about how these critical traditions are still alive today through a visit to the Burke Museum. This visit will include activities, discussions and touchable objects are based around six living tradition stations: Food, Fishing, Celebrations, Tools, Canoes, and Home-life. When scholars return from their trip, they will add photos and descriptions of their learning to their giant cultural diagram.

Key Understandings for this week:

- Physical geography affects Northwest Tribes' culture and economy.
- The tribes of the Pacific Northwest have traditions and practices honoring the environment that have been passed down through generations. By learning about the traditions of the First Peoples of our place, not only do we learn about history, we learn how we can contribute to the survival and sustainability of our place.

- Despite many challenges, tribes have kept their traditions alive and they are important practices today.

Key Academic Outcomes from this week:

- 100% of scholars research information about at least 1 element of culture. Scholars can write a statement that includes:
 - 1 fact that they learned
 - Cites where the fact is from
 - Explains how that fact connects to our understanding of Coast Salish Culture.

Week Three: Stories and Histories of Our Place (adapted from OSPI curriculum- Tribal Sovereignty Since Time Immemorial)

Native peoples of the Pacific Northwest are contemporary people practicing traditions that have been passed down through many generations. Many of these traditions and beliefs have been passed down through oral storytelling traditions. During this week, scholars will study numerous creation stories about how things in our natural world came to be. They will read stories and listen to stories read aloud by members of the Coast Salish Tribe. After listening to each story they will describe characteristics of these stories that will support their understanding of how to write their own creation legends.

Throughout the next 5 weeks, scholars will use Friday writing time to write their own creation legends using the Coast Salish stories as mentor texts.

Key Understandings for this week:

- Storytelling is a means of communicating through speaking and telling.
- Oral traditions have been used to transmit stories, histories, and cultural traditions through generations since the beginnings of human history in cultures everywhere.
- By listening to traditional stories of a particular place, we learn about the cultural history and traditions of the people of that place. We can also learn about the plants and animals, geography, and climate of that region.

Key Academic Outcomes from this week:

- 100% of scholars understand that there are key story elements used to compose Native American Legends
 - Stories include basic elements- characters, setting, problem, solution.
 - Stories often include themes about the importance of nature and respect for nature and one another.
 - Stories often explain how something in nature came to be.
 - Stories often personify animals or other natural elements.
- Throughout the next 5 weeks 100% of scholars can write a story that includes these 4 characteristics
- 100% of scholars learn how to use dialogue to bring their characters to life.

Weeks Four and Five: Honoring the Salmon (adapted from OSPI curriculum- Tribal Sovereignty Since Time Immemorial)

Salmon play an important role in the ways of life, culture, history, and resilience of the tribes of this region. The tribes of Washington State and the Pacific Northwest have always depended on salmon as a primary source of food. Overfishing, roads, dams, pollution, and other human practices have been a

growing threat to the survival of salmon, which has impacted fishing, salmon-eaters, and the environment. During these two weeks scholars will learn about the life cycle of the salmon and take a trip to the aquarium for a unique salmon exploration experience. Once these better understand Salmon, they will shift gears into learning about the important role that Salmon played and continue to play in the survival of the Coast Salish people. This will focus primarily on learning about the first salmon ceremonies through books and videos.

Key Understandings for this week:

- Salmon species have a very unique life cycle that is deeply impacted by the quality of the environment.
- Salmon are an important natural, cultural, and economic resource for Native and non-Native people of our region.
- Salmon have played a critical role as a way of life and survival resource for the First Peoples of the Pacific Northwest "since time immemorial."
- The tribes of the Pacific Northwest have traditions and practices honoring salmon that have been passed down through generations. By learning about the traditions of the First Peoples of our place, not only do we learn about history, we learn how we can contribute to the survival and sustainability of our place.

Key Academic Outcomes from this week:

- 100% of scholars can name each part of the salmon life cycle and create a diagram using drawings and complete sentences to teach others about the life cycle.

Week Six: The Significance of the Potlatch

During week Six, scholars will dive into understanding the significance of the Tribal Potlatch ceremony. Potlatches are one of the traditional ways of practicing the power of giving. They bind inter-tribal communities as one. Potlatches raise awareness of Native heritage and honor the poor, the elderly, the children, the leaders and all of our loved ones. They help make personal, family and tribal decisions and practices public. This is how tribal communities make such things as names, marriages, birthdays and songs real or 'legal'. Potlatches give Tribes the opportunity to practice spiritual beliefs, share food and singing and dancing ancestral songs, thereby reestablishing the connection with our past and our future. During this week, scholars will use video and stories to deeply understand the significance of the Potlatch and add to the cultural diagram.

Key Understandings for this week:

- Potlatches are one of the traditional ways of practicing the power of giving. They bind inter-tribal communities as one.
- Potlatches were used to make personal, family and tribal decisions and practices public. This is how tribal communities make such things as names, marriages, birthdays and songs real or 'legal'.
- Potlatches give Tribes the opportunity to practice spiritual beliefs, share food and singing and dancing ancestral songs, thereby reestablishing the connection with our past and our future.

Key Academic Outcomes from this week:

- 100% of scholars will be able to describe at least 3 elements of a Potlatch and how each element better helps us understand Coast Salish Culture.

Week Seven: Coast Salish Art

During week seven, scholars will learn about and create Coast Salish art. Coast Salish art is an art unique to the Pacific Northwest Coast among the Coast Salish peoples. Within traditional Coast Salish art there are two major forms; the flat design and carving, and basketry and weaving. In historical times these were delineated among male and female roles in the community with men made figurative pieces, such as sculptures and paintings that depicts crest, shamanic beings, and spirits, whereas women produced baskets and textiles, most often decorated with abstract designs. During this week, scholars will study different types of Coast Salish art at the Seattle Art Museum and then will create their own traditional red and black formline art drawings. These drawings will be the cover for their legend stories.

Key Understandings for this week:

- Within traditional Coast Salish art there are two major forms; the flat design and carving, and basketry and weaving.
- Coast Salish art depicts the appreciation for and reliance on the natural world.

Key Academic Outcomes from this week:

- 100% of scholars will be able to draw basic red and black formline drawings that align with their legends.

Week Eight: Creating our Cultural Artifact Displays

During week 8, scholars will take all of their new knowledge that they have added to the giant cultural diagram and create their own display of clay artifacts to represent at least 5 elements of Coast Salish culture. For each element, they will think of 1 clay artifact that they can create. They will create the artifact using colored modeling clay and they write a description of their artifact and what that artifact represents about Coast Salish Culture. At the end of the week, each scholar will have their own artifact display to show off at the showcase.

Key Understandings for this week:

- There are 8 key elements of culture that we can use to learn about cultures we are interested in.
- There are many ways we can learn about the world around us including reading, interviewing, listening to stories, watching films, looking at pictures/artwork, hearing music, trying food, visiting different locations etc...
- Coast Salish are peoples from the Pacific Northwest Coast made up of many different languages and cultural characteristics. Coast Salish territory covers the coast of British Columbia and Washington state.

The 8 Elements of Culture



Key Academic Outcomes from this week:

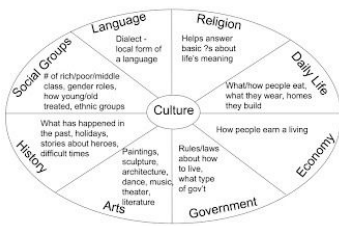
- 100% of scholars can draw logical inferences about culture by studying a cultural artifact. They can describe their artifact and inferences in writing using descriptive language.

Showcase Overview: Final Products in this Unit

*All classes complete all final products for each project.

Exploring Tukwila Showcase Projects

The 8 Elements of Culture



Coast Salish Culture Map

Using pencil drawings and written descriptions, scholars will fill in information about each element of culture as they learn about the Coast Salish People.



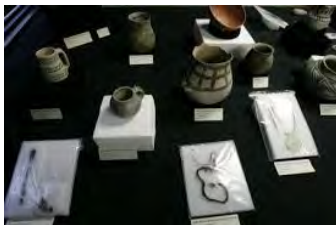
Creation Legends

Students will write their own creation legends using the characteristics of these legends that they learned from listening to the stories of the Coast Salish People. Students will illustrate their story by drawing a single animal or natural element using traditional red and black formline art drawings.



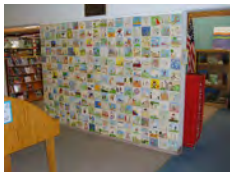
Salmon Life Cycle

In learning about the importance of the salmon and visiting the salmon exhibit at the aquarium, scholars will learn about the life cycle of the salmon. They will then work in groups to create life cycle diagrams using watercolor pencils and written descriptions.



Coast Salish Cultural Artifact Creation

Scholars will use clay to create various artifacts that can help inform museum visitors about different elements of culture they learned. Each clay artifact will be accompanied by a written description explaining how this artifact illuminates an element of culture.



Cultural Appreciation Statements


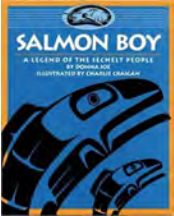
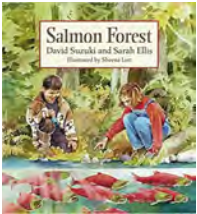
Students will conclude this study by thinking about what lessons they have personally learned from studying the Coast Salish Culture

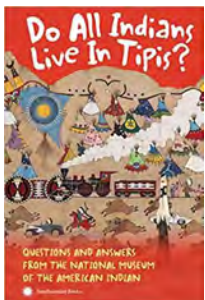
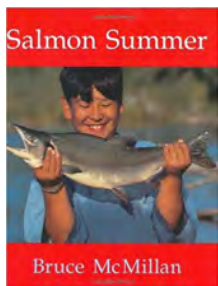
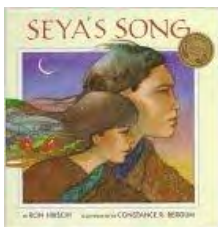
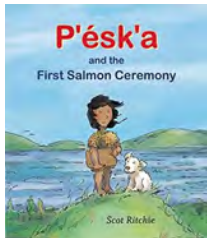
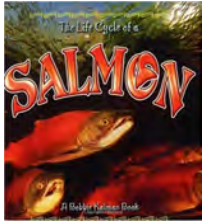


Journal Writing

In this unit, scholars will complete multiple journal entries each week practicing writing a clear topic sentence and providing at least 2 pieces of evidence to support their topic sentence.

Read Aloud Guide

Book/ Article	Description
<p>If you lived with the Indians of the Northwest Coast</p> 	<p>This new addition to Scholastic's popular history series presents a child's eye view of a fascinating Native American culture.</p> <p>The Indians who lived along the northern Pacific coast were different from any other Native Americans. They were fishermen, wood carvers, and builders of totem poles; they were a hierarchical society with noblemen, commoners, and slaves in which material wealth was greatly admired and sought after.</p> <p>What was it like to be a child among Haida, Makah, Tlingit, or other coastal groups? What kind of house would you live in? What kind of clothes would you wear? What work would you do if you were a girl, or if you were a boy? Would you go on a Spirit Quest? These and dozens of other questions are answered in this informative and beautifully illustrated book.</p>
<p>Salmon Boy</p> 	<p>Simple and compelling First Nations drawings illustrate this dynamic story that teaches respect for the environment and describes the life cycle of the salmon.</p>
<p>Salmon Forest</p> 	<p>One fall day, Kate goes with her father, a fish biologist, to the river where he works — a river in the Pacific rain forest — the “salmon forest,” as he calls it. Together they watch the sockeye salmon returning to the river to spawn, and witness a bear scooping up a salmon. Next, Kate and her dad run into a Native boy named Brett and his family fishing at a pool in the river. From her adventures, Kate discovers how the forest and the salmon need each other and why the forest is called the salmon forest. David Suzuki and Sarah Ellis's charming and informative text and Sheena Lott's watercolors magically evoke the spirit and mystery of the West Coast rainforest.</p>
<p>The life cycle of the Salmon</p>	<p>The Life Cycle of a Salmon looks at the growth of a salmon from egg to adult, and provides children with a thorough account of the five distinct stages of a salmon's life cycle: egg, alevin, fry, smolt, and adult.</p>



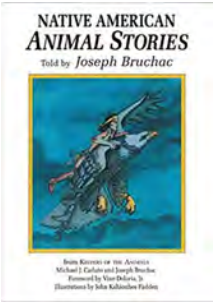

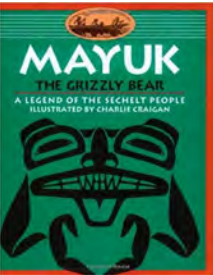
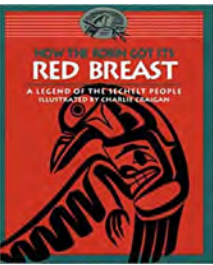

It's the day of the first salmon ceremony, and P'esk'a is excited to celebrate. His community, the Sts'ailes people, give thanks to the river and the salmon it brings by commemorating the first salmon of the season. Framed as an exploration of what life was like for the Sts'ailes people one thousand years ago, *P'esk'a and the First Salmon Ceremony* describes the customs of the Sts'ailes people, an indigenous group who have lived on the Harrison River in British Columbia for the last 10,000 years. Includes an introductory letter from Chief William Charlie, an illustrated afterword and a glossary.

Using some traditional Clallam words, a young Indian describes the natural surroundings and activities of the Clallam, or S'Klallam, people through the seasons of the year

Every summer the salmon return to spawn in the streams of Kodiak Island, Alaska, and nine-year-old Alex, a native Aleut, comes here to fish with his family as his ancestors did. The abundant salmon are a source of food for the bears, eagles, foxes, magpies, gulls, and best of all, Alex's family. Bruce McMillan lived with the Shugak family at their fishing camp in Moser Bay, Kodiak Island. Here, with his Alaskan native hosts, he ate smoked salmon, salmon-berries, and tamuq. This close-up look at another way of life in the United States will fascinate young readers. With crisp photographs and a text rich in detail, *Salmon Summer* captures the natural beauty of the Alaskan island and the intense bond of family and tradition, revealing a faraway place seen by few outsiders.

Raven, the trickster, wants to give people the gift of light. But can he find out where Sky Chief keeps it? And if he does, will he be able to escape without being discovered? His dream seems impossible, but if anyone can find a way to bring light to the world, wise and clever Raven can!

Text for Teacher Use: How much do you really know about totem poles, tipis, and Tonto? There are hundreds of Native tribes in the Americas, and there may be thousands of misconceptions about Native customs, culture, and history. In this illustrated guide, experts from Smithsonian's National Museum of the American Indian debunk common myths and answer frequently asked questions about Native Americans past and present. Readers will discover the truth about everything from kachina dolls to casinos, with answers to nearly 100 questions, including: Did Indians really sell Manhattan for twenty-four dollars worth of beads and trinkets? Are dream catchers an authentic tradition? *Do All Indians Live in Tipis?* *Second Edition* features short essays, mostly Native-authored, that cover a range of topics including identity; origins and histories; clothing, housing, and food; ceremony and ritual; sovereignty; animals and land; language and education; love and marriage; and arts, music,

	<p>dance, and sports.</p>
	<p>The Papago Indians of the American Southwest say butterflies were created to gladden the hearts of children and chase away thoughts of aging and death. <i>How the Butterflies Came to Be</i> is one of twenty-four Native American tales included in <i>Native American Animal Stories</i>. The stories, coming from Mohawk, Hopi, Yaqui, Haida and other cultures, demonstrate the power of animals in Native American traditions.</p>
	<p>These mythical stories draw upon legends from eighteen Native American tribes and illustrate the importance of plant life in Native American traditions.</p>
	<p>These traditional teaching legends come straight from the oral traditions of the Sechelt Nation. Simple enough to be understood by young children, yet compelling enough for adults, they are gentle, beautifully presented cautionary tales. You'll want to read them again and again - and you'll learn a few words of the Shishalh language while you're at it. Charlie Craigan is a young Sechelt artist who works in a tiny studio set up in his bedroom. He studied traditional wood carving with Sechelt Nation carvers, but learned to draw and paint by studying books.</p>
	<p>These traditional teaching legends come straight from the oral traditions of the Sechelt Nation. Simple enough to be understood by young children, yet compelling enough for adults, they are gentle, beautifully presented cautionary tales. You'll want to read them again and again - and you'll learn a few words of the Shishalh language while you're at it. Charlie Craigan is a young Sechelt artist who works in a tiny studio set up in his bedroom. He studied traditional wood carving with Sechelt Nation carvers, but learned to draw and paint by studying books.</p>
	<p>Giving Thanks is a special children's version of the Thanksgiving Address, a message of gratitude that originated with the Native people of upstate New York and Canada and that is still spoken at ceremonial gatherings held by the Iroquois, or Six Nations</p>

Day by Day Lesson Plans

Week One: What makes a culture? How do we study culture?

Day One- Impact Culture Exploration

Day Two- Impact Culture Exploration

Day Three- The 8 elements of culture

Day Four-Researching Daily Life

Day Five- Researching Daily Life

Week Two: Stories and Histories of our place

Day Six- Native Legends- Roger Fernandes Stories and the oral storytelling tradition

Day Seven- Native Legends- Salmon Boy and elements of Native Legends

Day Eight- Native Legends- The Raven and elements of Native Legends

Day Nine- Brainstorming and planning our our Native Legends

Week Three: Stories and Histories of Our Place

Day Ten- Writing our native legends- Writing the beginning

Day Eleven- Writing our native legends- Thinking about what our characters do and say to bring them to life

Day Twelve- Writing our native legends- Writing our ending

Day Thirteen- Visit to the Burke Museum

Day Fourteen- Reflecting on our trip + Finishing our Native Legends

- There is no lesson plan for day 15. Scholars should write facts they learned at the museum to include on the giant culture diagram and then work on finishing the first draft of their native legends.

Week Four and Five: Honoring the Salmon

Day Fifteen- Revising our native legends

Day Sixteen-The life cycle of the salmon

Day Seventeen- Salmon Exploration at the Seattle Aquarium- No lesson plan

Day Eighteen and Nineteen- Creating our Salmon Life Cycle Charts- Image watercolor

Day Twenty-Creating our Salmon Life Cycle Charts- written description

Day Twenty-One- Honoring Salmon

Week Six: Coast Salish Art

Day Twenty Two- Introduction to Coast Salish Art

Day Twenty Three- Seattle Art Museum- Coast Salish Art workshop- No lesson Plan

Day Twenty Four- Creating our formline art

Day Twenty Five- Finalizing our formline art

Day Twenty Six- Editing our Native Legend stories

Day Twenty Seven- Finalizing our Native Legend Stories

Week Seven + Eight: Creating our Cultural Artifact Displays

Day Twenty Eight- Coast Salish Cultural Artifact 1 creation

Day Twenty Nine- Coast Salish Cultural Artifact 2 creation

Day Thirty - Coast Salish Cultural Artifact 3 creation

Day Thirty One- Coast Salish Cultural Artifact 4 creation

Day Thirty Two- Coast Salish Cultural Artifact 5 creation

Day Thirty Three Preparing for showcase- Cultural Appreciation Statements

Day Thirty Four- Preparing for showcase-Cultural Appreciation Statements

Day Thirty Five-Preparing for showcase-Cultural Appreciation Statements

Field Trip Information

Trip	Date	Time	Cont	Chaperhones
Seattle Aquarium-Salm on Exploration	2.5.20	11:00am- 2.9 12:00pm- 2.7	Seattle Aquarium 206-693-6196	5 per class
Burke Museum American Indian Program	1/30/20	10:45-12:15 (2.7+2.9)	Burke Education- University of washington 206.543.5591	5 per class
Seattle Art Museum: Living Histories: Northwest Coast Native American Art	February 27th	10am-12:30pm- 2.7+2.9	Rayna Mathis School Programs Coordinator Seattle Art Museum p: 206.654.3183 seattleartmuseum.org	4-6 per class

Teacher Notes:

- In this unit the terms American Indian, Native Tribes, First People and Native Americans are used interchangeably. All of these terms are recognized as preferred terms according to the National Museum of the American Indian.
- Tribes of the Northwest have a vibrant history as well as a vibrant current culture. Please be careful not to talk about the culture as something only from the past.
- "Do All Indians Live in Tipis?" is an adult text purchased for teachers. If you have any questions prior to teaching this unit, please reference this phenomenal resource.
- The main learning objective of this unit is for scholars to develop knowledge and appreciation of the Coast Salish Tribe. In 4th grade scholars will study the colonization, devastation, tribal treaties and tribal sovereignty. If questions come up, teachers need to speak honestly about accurate history and let scholars know we will delve deeper into those topics in the coming years.



IMPACT

PUBLIC SCHOOLS

Impact | Renton
Attachment 6 (Section 6)

Contents:

- Curriculum Development Plan

Attachment 6: Curriculum Development Plan

The curriculum proposed for use by Impact | Renton has been curated, piloted, refined and thoughtfully stored for replication by Impact | Puget Sound Elementary. This curriculum will be used and further refined by Impact Public Schools' faculty. Curriculum and assessments will be shared across Impact schools to allow for centralized support and shared professional development opportunities.



IMPACT

PUBLIC SCHOOLS

Impact | Renton
Attachment 7 (Section 7)

Contents:

- Exit Standards for students completing 5th grade

Attachment 7: Exit Standards for Graduating Students

Impact | Renton prepares all students for advanced and college preparatory middle school classes. In addition, Impact | Renton prepares students to impact communities as innovative equity-driven leaders through cultivating the values of Bold Ambitions, DEI, Team WA, Everyone Grows, Play Big, and Intention. IPS exit standards reflect this preparation. By the end of fifth grade at Impact | Renton, students will be able to meet or exceed all state grade level expectations and achieve the following:

Curricular Area or Skill	Assessment	Mastery
Reading	Fountas and Pinnell Benchmark Assessment	Independent reading level of Level V or above ¹
Writing	Comprehensive Project Portfolio Presentation	Rating of “Meets” or “Exceeds” on the Upper Elementary or Lower Middle School Deeper Learning Rubric (aligned to fifth grade CCSS standards) ²
Math	SBAC-aligned Interim Math Assessments (developed with math consultant Debra Fuentes)	80% mastery of fifth grade standards or above
Science	Deeper Learning Rubric (collaboratively developed by teachers and students based on NextGen Science Standards)	80%+ mastery on content quizzes during “exploration” phase of projects 90%+ mastery of exit competencies on Deeper Learning Rubric
Social Studies	Workshop Rubric (collaboratively developed by teachers and students based on OSPI social studies standards)	80%+ mastery on content quizzes during “exploration” phase of projects 90%+ mastery of exit competencies on Deeper Learning Rubric
SEL & IPS Mission: Impact communities as equity-driven, innovative leaders	Progress reports completed with mentor Capstone Rite of Passage highlighting a school value of the student’s	Identify and implement solutions to 1 or more community problem(s). Lead and train others on how to

¹ Heinemann, O. (n.d.). The F&P text level gradient. *Fountas and Pinnell Literacy*. Retrieved February, 2017, from <http://www.heinemann.com/fountasandPinnell/pdfs/WhitePaperTextGrad.pdf>

² Common Core State Standards Initiative. (n.d.). English language arts standards, writing, grade 5. Retrieved February, 2017, from <http://www.corestandards.org/ELA-Literacy/W/5/>

	choosing	facilitate Circle protocol Completion of capstone Rite of Passage
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IMPACT

PUBLIC SCHOOLS

Impact | Renton
Attachment 8 (Section 11)

Contents:

- School Calendar for 2021-2022

Attachment 8: School Calendar

Proposed Calendar for Year 1 of Operation

Page 2 of this attachment contains Impact | Renton's proposed calendar for year one of operation, along with calculations and a color-coded key (bottom-right corner). A detailed date list with events and notes can be found on page 3, highlighting key holidays, make-up days, state assessment days and important dates related to the education program. Please note that state assessments will not be required for Impact | Renton during year one of operation, however they are included here as a network-wide accommodation. Below is a summary of the core components of the calendar:

- **Total Instructional Days:** 183 days
- **Total Instructional Hours:** 1,151.5 hours
 - *Regular School Days:* 146 days x 7 hours per day = 1,022 hours
 - *Early Release Fridays:* 37 days x 3.5 hours per day = 129.5 hours
 - *Total Annual Instructional Hours:* 1,022 + 129.5 = 1,151.5 hours
- **Inclement Weather Days:** 5 (including 2 scheduled PD days that can be converted)
- **Professional Development Days for Faculty:** 57 (15 Impact Institute days, 5 full school days and 37 half days)
- **Total Holidays and Breaks:** 24

SY21-22 Proposed School Calendar

June 2021						
SU	M	T	W	R	F	SA

0

July 2021						
SU	M	T	W	R	F	SA

0

August 2021						
SU	M	T	W	R	F	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

7

September 2021						
SU	M	T	W	R	F	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

21

October 2021						
SU	M	T	W	R	F	SA
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

19

November 2021						
SU	M	T	W	R	F	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

17

December 2021						
SU	M	T	W	R	F	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

13

January 2022						
SU	M	T	W	R	F	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

18

February 2022						
SU	M	T	W	R	F	SA
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

19

March 2022						
SU	M	T	W	R	F	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

22

April 2022						
SU	M	T	W	R	F	SA
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

16

May 2022						
SU	M	T	W	R	F	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

19

June 2022						
SU	M	T	W	R	F	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

12

Total: 183

Fridays 37 X 3.5 130

Regular days 146 X 7 1,022

Conference Days 2 X 0

Total Instructional Hours 1,151

Key	
	PD Day: No Scholars
	Break/Holiday
	Assessment Day
	Family Event
	Dress Rehearsal
	First/Last Day of School

Dates

Date(s)	Event	Notes
Aug 2-6	New Faculty PD	New Faculty Only
Aug 9-20	All Faculty PD	
Aug 17	Dress Rehearsal for New Scholars and Teacher Meet/Greet for all Families	
Aug 23	First Day of School for K + 12:00 Release	K Only
Aug 24	First Day of School for all Scholars + 12:00 Release for Open House	All Grade Levels
Sep 8	Back to School Night	
Sep 6	Labor Day	School Closed
Oct 7	All Faculty PD Day / Data Day	No Scholars Present
Oct 8	School Closed for Fall Break	School Closed
Oct 14	Mentor Family Dinners	Evening Event
Nov 11	Veterans Day	School Closed
Nov 19, 22	Fall Family Conferences	
Nov 23	All Faculty PD Day / Data Day	No Scholars Present
Nov 24-26	School Closed for Thanksgiving Break	School Closed
Dec 8-9	Showcase	
Dec 20-Jan 2	Winter Vacation	School Closed
Jan 3	All Faculty PD Day / Data Day	No Scholars Present
Jan 17	MLK Day	School Closed
Feb 14	President's Day	School Closed
Feb 15	All Faculty PD Day / Data Day	No Scholars Present
March 9-10	Showcase	
March 18	All Faculty PD/Data Day - Snow Day Makeup if Needed	No Scholars Present
March 4-8	Spring Break Dates (TBD - Align with District)	School Closed
April 27-28	Showcase	
May 4-5	Anticipated ELA SBAC 3rd Grade (for PSE only)	
May 11-12	Anticipated Math SBAC 3rd grade (for PSE only)	
May 30	Memorial Day	School closed
June 16	Last Day of School	
June 17	All Org Day - Snow Day Makeup if Needed	No Scholars Present



IMPACT

PUBLIC SCHOOLS

Impact | Renton
Attachment 9 (Section 11)

Contents:

- Sample daily and weekly schedule

Attachment 9: Sample Daily and Weekly Schedule

TK, K and 1st Grade Daily & Weekly Schedule

In the table below, a daily and weekly schedule clearly articulates the structure of the school day and week, including the number of minutes per instructional and non-instructional blocks. The schedule was intentionally created with IPS's unique design elements in mind (i.e. dedicated mentor time).

Section 11 provides the daily and weekly calculations of instructional hours and the annual calendar can be found in **Attachment 8**.

IPS Daily Schedule							
Monday - Thursday				Friday			
	TK	K	1ST		TK	K	1ST
7:45-7:50	Arrival, Breakfast , Fine Motor Skills Work & Puzzles	Arrival, Morning Work, Breakfast	Arrival, Morning Work, Breakfast	7:45-7:50	Arrival, Breakfast , Fine Motor Skills Work & Puzzles	Arrival, Morning Work, Breakfast	Arrival, Morning Work, Breakfast
7:50-7:55				7:50-7:55			
7:55-8:00				7:55-8:00			
8:00-8:05				8:00-8:05			
8:05-8:10				8:05-8:10			
8:10-8:15				8:10-8:15			
8:15-8:20	Mentor Time	Mentor Time	Mentor Time	8:15-8:20	Mentor Time	Circle	Circle
8:20-8:25				8:20-8:25			
8:25-8:30				8:25-8:30			
8:30-8:35				8:30-8:35			
8:35-8:40				8:35-8:40			
8:40-8:45	AM Recess (Gross Motor)	Transitio n	Transitio n	8:40-8:45	Recess (Gross Motor)	Transitio n	Transitio n
8:45-8:50				8:45-8:50			
8:50-8:55				8:50-8:55			
8:55-9:00				8:55-9:00			
9:00-9:05	Morning Work Planning (Emergent Writing/ Drawing)	Guided Reading/ Lexia	Guided Reading/ Lexia	9:00-9:05	Morning Work Planning (Emergent Writing/ Drawing)	Guided Reading/ Lexia/ Communit y Meeting	Guided Reading/ Lexia/ Communit y Meeting
9:05-9:10				9:05-9:10			
9:10-9:15				9:10-9:15			
9:15-9:20				9:15-9:20			
9:20-9:25	Morning			9:20-9:25	Morning		

9:25-9:30	Work Block - Play Centers with Common Social Studies Theme	Transition	Transition		9:25-9:30	Work Block - Play Centers with Common Social Studies Theme			
9:30-9:35		Phonics	Phonics		9:30-9:35				
9:35-9:40					9:35-9:40		Transition	Transition	
9:40-9:45					9:40-9:45		Snack	Counting Jar/ Money Jar	
9:45-9:50					9:45-9:50		Transition		
9:50-9:55					9:50-9:55		Recess		
9:55-10:00					9:55-10:00				
10:00-10:05		Transition	Transition		10:00-10:05		Morning Work Clean Up		
10:05-10:10		Morning Recess	Morning Recess		10:05-10:10		Movement Break		
10:10-10:15					10:10-10:15			Transition	Transition
10:15-10:20	10:15-10:20				Counting Jar	Recess			
10:20-10:25	Transition						Transition		
10:25-10:30	Snack	Snack	10:25-10:30				Read Aloud/Emergent Story Book		
10:30-10:35			10:30-10:35					Transition	
10:35-10:40	Movement Break	Problem Solving	Problem Solving		10:35-10:40	Snack			
10:40-10:45					10:40-10:45				
10:45-10:50					10:45-10:50		Lunch	Personal Narrative Writing + Grammar Work	Personal Narrative Writing + Grammar Work
10:50-10:55					10:50-10:55				
10:55-11:00					10:55-11:00				
11:00-11:05					11:00-11:05				
11:05-11:10	Lunch	Transition	Math Routines/ ST Math		11:05-11:10	Afternoon Work Block -			
11:10-11:15		Enrichment			11:10-11:15				
11:15-11:20					11:15-11:20				

11:20-11:25		nt / Interventi on			11:20-11:25	Play Centers with Common Social Studies Theme				
11:25-11:30					11:25-11:30					
11:30-11:35					11:30-11:35		Lunch		Read Aloud, Book Discussio n and response to literature	
11:35-11:40					11:35-11:40					
11:40-11:45					11:40-11:45					
11:45-11:50					11:45-11:50					
	Transition	11:50-11:55	Read Aloud, Book Discussio n and response to literature							
11:55-12:00	PM Recess	11:55-12:00			Afternoo n Work Clean Up					
12:00-12:05		12:00-12:05								
12:05-12:10	Transition	12:05-12:10				PM Recess (Gross Motor)	Discussio n and response to literature	Lunch		
12:10-12:20	Lunch	Transition			12:10-12:20					
12:20-12:25		Lunch	12:20-12:25							
12:25-12:30			12:25-12:30							
12:30-12:35	Quiet Time (Rest or Quiet Activities)	Transition	Lunch		12:30-12:35	Fun Friday	Fun Friday	Fun Friday		
12:35-12:40					12:35-12:40					
12:40-12:45					12:40-12:45					
12:45-12:50		12:45-12:50								
12:50-12:55		Pack Up			12:50-12:55	Fun Friday	Fun Friday			
12:55-1:00					12:55-1:00					
	Transition		1:00-1:05		Pack Up			Pack Up		
1:05-1:10	Enrichme nt (Moveme nt, Music, Science)	Read Aloud	Read Aloud		1:05-1:10	Dismissal	Dismissal	Dismissal		
1:10-1:15					1:10-1:15					
1:15-1:20					Math Routines/ ST Math	Enrichme nt / Interventi on				
1:20-1:25										
1:25-1:30										

1:30-1:35	Afternoon Work Block - Play Centers with Common Social Studies Theme		
1:35-1:40		Transition	
1:40-1:45		PM Recess	
1:45-1:50			
1:50-1:55		Transition	Transition
1:55-2:00			
2:00-2:05		Workshop Meeting/ Read Aloud	Workshop Meeting/ Read Aloud
2:05-2:10		Workshop Writing	Workshop Writing
2:10-2:15	Afternoon Work Clean Up		
2:15-2:20			
2:20-2:25	Snack		
2:25-2:30			
2:30-2:35			
2:35-2:40	PM Recess (Gross Motor)	Workshop Art/ Project Time	Workshop Art/ Project Time
2:40-2:45			
2:45-2:50			
2:50-2:55			
2:55-3:00	Closing Circle		
3:00-3:05			
3:05-3:10			
3:10-3:15	Pack Up		
3:15-3:20			
3:20-3:30			
3:30-3:35	Dismissal	Dismissal	Dismissal
3:35-3:40			



IMPACT

PUBLIC SCHOOLS

Impact | Renton
Attachment 10 (Section 12)

Contents:

- Discipline Policy



School Discipline Policy

Pending approval by Board of Directors on February 28, 2020.

One of the Impact Public School (IPS) core values is diversity, equity and inclusion, which is represented in the approach to student culture and discipline. IPS's ultimate goal is to retain every student and ensure all students thrive. Our discipline policies focus on growth, reflection, and clear expectations.

IPS utilizes a positive behavior support approach to discipline with restorative practices. The IPS team believes all students can learn the skills and habits necessary to be successful in school, and to use these skills and habits to become successful young adults. A positive behavior support system approaches behavior from an educational, proactive perspective that requires positive relationships and a preventative approach, rather than a reactive approach. Therefore, the following code of discipline defines expected behaviors first; then unexpected behaviors; followed by strategies for correcting the behavior.

IPS Core Values (All-Org Beliefs)

Bold Ambitions
Brave Solidarity
Team WA
Everyone Grows
Play Big
Intention

IPS Commitments (Student Expectations)

- Be safe.
- Be inclusive.
- Be kind.
- Be engaged.
- Be accountable.
- Be brave.

Encouraging Positive Behavior



Research suggests that human performance thrives in response to at least 5 positive pieces of feedback for every critical piece of feedback.¹ As a result, to maximize student achievement and ensure a positive learning climate, Impact Public School teachers strive to maintain a **6:1 positive: critical feedback ratio**. Positive feedback will be based on academic and SEL growth and will be tracked through the data dashboard/LMS; feedback is analyzed at the cohort and school level, and positive feedback is shared with parents/guardians.² Every IPS student receives documented positive feedback every day.

In addition to acknowledging behavior expectations, IPS responds to repeated misbehavior using a system of Logical Consequences. Using logical consequences combines a high level of behavior expectations with a climate that is responsive to the social and emotional development of scholars. The goal is to help scholars notice and reflect on the connections between their actions and the consequences of those actions. Logical consequences are always respectful, relevant to the scholar's actions, and realistic.

IPS defines expected behaviors and anticipated responses to unexpected behaviors as follows.

Behavior Type 1: Behaviors that do not automatically result in suspension or expulsion. See matrix of expected and unexpected behaviors below, with logical consequences and restorative practices.

Impact Public Schools Positive Behavior Support Framework
Level 1: Detail-oriented behaviors that ensure a smoothly operating classroom and school environment. The expected behaviors minimize disruptions, contribute to a calm learning atmosphere, and allow all students to be on task and engaged in academics.
Expected Behaviors: <ul style="list-style-type: none">• Understand and follow school rules.• Attend school every day and on time.• Use books, materials, and other items appropriately.• Adhere to the school dress code.• Resolve problems peacefully.

¹ Folkman, Jack Zenger and Joseph. "The Ideal Praise-to-criticism Ratio." Harvard Business Review, 10 June 2015. Web. 15 Feb. 2017.
<<https://hbr.org/2013/03/the-ideal-praise-to-criticism>>.

² Kickboard. (n.d.). Positive school culture at your fingertips. Retrieved February, 2017, from <https://www.kickboardforschools.com/product-features>

- Use respectful and appropriate language at all times.
- Demonstrate the IPS mission, core values, and commitments.

Unexpected Behaviors (behaviors that disrupt the learning process of oneself or others):

- Failing to comply with classroom and school rules.
- Failing to participate in learning or classroom activities.
- Possessing items that are inappropriate for the educational setting (such as cellular phones or other electronic devices), or misusing educational materials.
- Initiating or participating in verbal confrontations with other students or adults; using profane or crude language; or displaying or participating in behavior that is disruptive.

Logical Consequences (one of the following may be used):

- Verbal correction.
- Re-teaching and rehearsing an expected Level I Behavior.
- Conference with the student (which may involve the student, parent/guardian or family member, teacher, SEL Coach, and/or other Leadership Team member);
- Peer mediation.
- Loss of privilege to participate in related activity.
- Confiscation of inappropriate items.
- Behavior contract.
- Informal counseling session with Mentor.

Accompanying Restorative Practices:

- **Affective Statements:** Students are told how their actions affected someone. Both pleasant and unpleasant feelings are expressed. Typically, these work best when delivered privately.
 - Example affective statements:
 - "It makes me uncomfortable when..."
 - "I am frustrated that you are not listening to me."
 - "It makes me sad when I hear you say something like that to..."
 - "I get angry when you talk and joke during..."
 - "I was shocked when I saw you..."
 - Goal Outcomes:
 - Disruptive behavior is stopped.
 - Student understands the impact of their behavior.
 - All students remain actively engaged in learning in class.
 - Teacher builds respect and authority.
 - Administrators are not involved.
 - Rationale and connection to values:
 - Helps to create community. and
 - Builds students' social-emotional skills.

Level 2: Behaviors that allow for continued learning and more deeply reflect an understanding of the IPS mission, core values, and commitments.

Expected Behaviors:

- Speak and act honestly and respectfully.
- Show respect to others in words, actions, and intentions.
- Develop good study habits.
- Set goals and work toward achieving them.
- Complete all classroom and homework assignments.
- Participate actively in class.
- Cooperate with and obey all directions given by adults in the school community.
- Demonstrate pride in the school community by showing respect for the property of the school and of others.
- Care for the feelings of others and treat others with respect.

Unexpected Behaviors:

- Cheating or lying.
- Exhibiting any behavior that instigates or provokes a negative reaction from others or encourages others to engage in a negative physical or verbal dispute.
- Verbal confrontation with a staff member.
- Refusing to comply with school rules or directions given by adults in the school community.
- Using profane or provocative language directed at others.
- Taking or concealing someone else's property without permission.
- Destroying or defacing school property.
- Name-calling, gossiping, or using gestures to intimidate others.
- Repeated Level I Behavior infractions.

Logical Consequences (one of the following may be used):

- Buddy Classroom.
- Parent/guardian conference.
- Loss of privilege to participate in social or extracurricular activities.
- School-based program or small group that focuses on modifying the student's inappropriate behavior and teaches appropriate replacement behaviors.

Accompanying Restorative Practices:

- **Students Reflect:** Student/teacher discretion as to the type of reflection, e.g. conversation on the spot, conversation same day, or written reflection.
 - Affective Questioning
 - When Challenging Behavior:
 - What happened?
 - What were you thinking of at the time?
 - What have you thought about since?

<ul style="list-style-type: none"> • Who has been affected by what you have done? In what way have they been affected? • What do you think you need to do to make things right? ■ To Help Those Affected: <ul style="list-style-type: none"> • What did you think when you realized what had happened? • What impact has this incident had on you or others? • What has been the hardest thing for you? • What do you think needs to happen to make things right? ○ Amends are made with necessary parties. ○ Mentor is looped in about what is happening. • Rationale and connection to values: reflective conversations create opportunities to build relationships and develop empathy.
<p>Level 3: Behaviors that are essential to the safety of the school. Unexpected behaviors that fall into this category could harm others or cause a serious disruption to the learning environment.</p>
<p>Expected Behaviors:</p> <ul style="list-style-type: none"> • Show kindness and respect towards others. • Accept others for their individuality and embrace differences in race, ethnicity, gender, sexuality, religion, language, ability, and family background. • Immediately report all acts of violence, harassment, or threats to school staff. • Speak to others using positive and respectful language. • Use conflict management skills to resolve disagreements. • Seek help from school staff when a conflict may evolve into a violent or combative circumstance.
<p>Unexpected Behaviors:</p> <ul style="list-style-type: none"> • Physically harming or threatening another person. • Bullying others by using intimidation or teasing. • Harassing others by using language or gestures that are demeaning to a person's race, ethnicity, gender, sexuality, religion, language, ability, or family background. • Using sexually suggestive comments or gestures to intimidate others. • Removing or destroying school property. • Displaying or possessing a fake weapon. • Endangering the health and safety of others.
<p>Logical Consequences:</p> <ul style="list-style-type: none"> • Referral to admin. • Parent/guardian conference. • Removal from instructional setting and loss of privilege to participate in

<p>social or extracurricular activities.</p> <ul style="list-style-type: none"> • School-based program or small group that focuses on modifying the student's inappropriate behavior and teaches appropriate replacement behaviors. • Reparation of damage or harm done to property.
<p>Accompanying Restorative Practices:</p> <ul style="list-style-type: none"> • Reparation Plan: Student develops plan to give back to community, change behavior, etc. <ul style="list-style-type: none"> ◦ Incident is logged in Illuminate ◦ Phone call home is given detailing the next steps, explaining to parents/guardians that next meeting will require them to take a more active role and be present for the restorative circle. ◦ Mentor is looped in as a source of support if they were not part of the meeting. Best practice would be to include them if possible. • Rationale and connection to values: Connecting behaviors to natural consequences helps student make better choices going forward.
<p>Level 4: Continued behavior.</p>
<p>Expected Behaviors: see above.</p>
<p>Unexpected Behaviors: student is creating an egregiously unsafe learning environment OR Level 2 and 3 consequences not productive / outcome not achieved.</p>
<p>Logical Consequences:</p> <ul style="list-style-type: none"> • Referral to admin. • Parent/guardian conference. • Removal from instructional setting and loss of privilege to participate in social or extracurricular activities. • School-based program or small group that focuses on modifying the student's inappropriate behavior and teaches appropriate replacement behaviors. • Reparation of damage or harm done to property.
<p>Accompanying Restorative Practices:</p> <ul style="list-style-type: none"> • Restorative Circle: Student participates in restorative circle with teachers, peers, mentor, parents/guardians and others potentially affected within 48 hours of the event. <ul style="list-style-type: none"> ◦ Using restorative circles protocol, student hears how his/her behavior has affected the group. ◦ Student brainstorms how to give back to community, change behavior. <ul style="list-style-type: none"> ■ Student completes Restorative Responses of Intense Intervention document (with teacher support as needed).

- When an apology is given or requested, the person making the apology:
 - Identifies the behavior for which they are apologizing.
 - Identifies why it was wrong and how it affected others.
 - Asks the persons harmed how the harm can be repaired and offers ways to repair it.
 - Makes a commitment to change the behavior so that it does not happen again.
- To ensure that agreements that come out of restorative processes are upheld, make them SMART:
 - Specific: what, where, when, and how
 - Measurable: everyone should know when complete
 - Attainable: all items are realistic and possible
 - Relevant to the harm and/or root causes
 - Time-bound: a date when each item will be completed
- Plan is shared with stakeholders: all teachers, admin and parents/guardians.
- Incident and outcome are logged in Illuminate.
- Students may participate in more than one Restorative Circle as needed.
- **Rationale and connection to values:** Restorative circles are designed to identify the key factors in the conflict, reach agreements on next steps, and evaluate the results. As a circle forms, they invite shared power, mutual understanding, self-responsibility and effective action.

Level 5: Continued behavior after multiple restorative circles.

- Students have participated in numerous circles and numerous family meetings have been held. Principal and CEO explore next possible steps which could include:
 - Recommendation for suspension.
 - Recommendation for expulsion.
- **Rationale and connection to values:** Restorative Justice does not preclude using suspension and expulsion as a tool. Research suggests, however, that when suspension and expulsion are used as a last resort rather than a targeted outcome of specific behaviors, the total number of incidents that escalate to the level of suspension and expulsion decrease. IPS strives for a strengthened community and fewer incidents of suspension and expulsion through creating opportunities for students to reflect, reintegrate into the community and to build relationships.



Plagiarism: This is a behavior or action just like disruption/rudeness, and will follow the Restorative Justice protocol steps 1-5. Students need to see how their actions affect others and themselves. They also need to be given the opportunity to fail and try again.

Behavior Type 2: Behaviors that qualify for suspension or expulsion.

In the event a student commits a suspension/expulsion-worthy offense as defined by the Suspension and Expulsion Policy described on the following pages, the steps in the policy will be followed.

In no case does IPS use long-term suspension or expulsion as a form of discretionary discipline.

Long-term suspension and expulsion will only be considered in response to:

1. A violation of the prohibition against firearms on school premises, transportation, or facilities (WAC 392-400-820);
2. Certain violent offenses, sex offenses, offenses related to liquor, controlled substances, and toxic inhalants, and certain crimes related to firearms, assault, kidnapping, harassment, and arson;
3. Two or more violations within a three-year period of criminal gang intimidation or other gang activity on school grounds, possessing dangerous weapons on school facilities, willfully disobeying school administrators or refusing to leave public property, or defacing or injuring school property; or

Except for in response to the above, IPS will never use long-term suspension or expulsion. Even for any of the violations above, IPS will first consider alternative actions before using long-term suspension or expulsion, except for violation of the prohibition against firearms on school premises. Long-term suspension may only be used for students in Grade 5, in accordance with [WAC 392-400-440](#), unless a student in grades K-4 is found in violation of [WAC 392-400-820](#).

Suspension and Expulsion Policy

Student Rights³

Each Charter School student possesses the following rights which may not be limited without good and sufficient cause:

³ WAC 392-400-215

- Students may not be denied equal educational opportunity or be discriminated against because of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal.
- The constitutional rights to freedom of speech and press, to peaceably assemble, to petition the government and its representatives, to the free exercise of religion, and to have their Charter Schools free from sectarian control or influence, with reasonable limitations on the time, place and manner of exercising these rights.
- The constitutional right to be secure from unreasonable searches and seizures of their person, papers, and belongings.
- The right to be free from unlawful interference while attending Charter School.
- Students may not be deprived of the right to an equal educational opportunity without due process of law.

Conditions and Limitations⁴

Students may be disciplined for violating the lawful rules of the Charter School. Students have the right to utilize the grievance (appeal) procedure described in this policy. The conditions under which a student may be disciplined are:

- A student may not be prevented from meeting specific academic grade, subject, or graduation requirements.
- Charter Schools may not suspend the provision of educational services to a student as a disciplinary action.
- A student's academic grade may only be negatively impacted by his or her tardies or absences if:
 - The student's attendance and/or participation is related to the objectives or goals of the particular subject or course,
 - The teacher has indicated that the student's attendance and/or participation is a basis for at least some part of the student's grade, and
 - The circumstances pertaining to the student's inability to attend school have been taken into consideration, including whether the tardiness or absences are directly related to the student's disability.
- Willfully inflicting or willfully causing the infliction of physical pain on a student is prohibited. This does not include:
 - The use of reasonable physical force by a Charter School administrator, teacher, Charter School employee or volunteer that is necessary to maintain order or to prevent a student from harming himself other students and Charter School staff or property;
 - Physical pain or discomfort involved in the student's voluntary participation in athletic competition or recreational activity;

⁴ WAC 392-400-235



- o Physical exertion in a teacher directed class activity, such as physical education exercises, field trips or vocational education projects; or

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to Charter School activity or Charter School attendance, occurring at Charter School or at any other school or a Charter School sponsored event, occurring at anytime including but not limited to: (a) while on Charter School grounds; (b) while going to or coming from Charter School; (c) during the lunch period, whether on or off Charter School campus; (d) during, going to, or coming from a Charter School-sponsored activity.

Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to Charter School property or private property.
- g) Stole or attempted to steal Charter School property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- k) Knowingly received stolen Charter School property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault or committed a sexual battery.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a Charter School disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or Charter School-sanctioned events.
- q) Made terrorist threats against Charter School officials and/or Charter School property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of Charter School

property, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment. For the purposes of this section, the conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) “Electronic Act” means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A student who aids or abets the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline.
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated Charter School employee, with the Principal or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the student:



- a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated Charter School employee, with the Principal or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to Charter School property or private property.
- g) Stole or attempted to steal Charter School property or private property in excess of one thousand dollars (\$1,000).
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.

- k) Knowingly received stolen Charter School property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault or committed a sexual battery.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a Charter School disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or Charter School-sanctioned events.
- q) Made terrorist threats against Charter School officials and/or Charter School property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of Charter School property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment. For the purposes of this section, the conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to



create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.

- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A student who aids or abets the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline.
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated Charter School employee, with the Principal or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:

- a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated Charter School employee, with the Principal or designee’s concurrence.



If it is determined by the Governing Board that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Charter Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Suspension and Expulsion Policy and Procedure

The Charter School believes that due process means that students must be treated fairly and with regard for their rights under the law. This means that any discipline or corrective action of a student who has violated rules must be administered fairly and for good and just cause. Students have the right to tell their side of the incident and receive a fair punishment for their behavior. Charter School officials will take corrective action only after a thorough examination of the facts. The facts must always be reasonably related to the nature and circumstances of the violation. Students have the right to appeal corrective action that they feel is unjust or unjustly administered.

The Charter School has adopted and implemented the due process rules found in the law.⁵ These rules outline the substantive and procedural due process rights of students who are involved in programs or activities within the Charter School. Additionally, the Charter School has adopted rules that guarantee the minimum due process standards and protections.

A. Short-term Suspension

Conditions and Limitations of Short-term Suspensions⁶

The Charter School must consider the nature and circumstances of the student's act, and the act must reasonably warrant both a short-term suspension and the length of the suspension imposed. However, the Charter School may designate certain

⁵ WAC 392-400

⁶ WAC 392-400-245

offenses so severe that suspension must be imposed as a consequence. The Principal may grant exceptions to a short-term suspension consequence for extenuating circumstances. Any student who has been suspended may apply for readmission at any time.

As a general rule, the Charter School may not impose a short-term suspension unless another appropriate form of corrective action has already been imposed. Additionally, a student may not be subject to a short-term suspension for one or more unexcused absences unless:

- The Charter School first attempted another form of appropriate corrective action;
- The Charter School notified the student's parents/guardians in writing, in the parents/guardians' primary language, of the student's unexcused absences;
- The Charter School scheduled conference(s) with the parents/guardians and the student to analyze the cause of the student's absences, especially to determine if that cause of absences means the student needs special education services; and
- The Charter School has taken steps to reduce the student's absences, including discussions the parents/guardian, adjusting the student's schedule, or assisting the parents/guardians in securing assistive services for the student.

Students may not receive short-term suspensions for a total of ten (10) school days during any single semester. A student may be excluded from a particular classroom or instructional or activity area for the period of suspension, but the Charter School must provide an opportunity for a student to receive educational services during a period of suspension. Any student given a short-term suspension must be allowed to make up assignments and tests missed during the suspension if:

- The assignments or tests have a substantial effect on the student's grade; or
- The student would fail to receive credit in the class if he did not make up the assignment.

Notice to Parents/Guardians and Student of Short-term Suspensions⁷

A student is entitled to a conference before he or she is suspended for a short-term. Prior to the conference, the student must be given verbally or in writing:

- Notice of the alleged misconduct and Charter School rule(s) that was allegedly violated;
- An explanation of the evidence that supports the allegations;
- An explanation of the corrective action that will occur; and
- An opportunity to explain him or herself.

⁷ WAC 392-400-250



If the suspension is to exceed one calendar day, the Charter School must inform the parents/guardians of the reason for the student's suspension and the duration of the suspension verbally and/or by letter as soon as reasonably possible. This notice shall also inform the parents/guardians of their right to an informal conference, and that the suspension may possibly be reduced as a result of such conference.

All suspensions are reported quarterly to the IPS Board of Directors.

Grievance Procedure for Short-term Suspensions⁸

If the student or parent/guardian disagrees with a proposed short-term suspension, they have the right to an informal conference with the Principal to resolve the grievance. During the conference, the Principal may question any person involved; the student or parent/guardian may also question the employee who imposed the discipline.

If the grievance is not resolved, a written or verbal appeal may be made to the Administrative Panel within two (2) school business days. If the grievance is not resolved at the Administrative Panel level, a written or verbal appeal may be made to the Charter School Board at the next regular meeting if notice is given within two (2) school business days. The Charter School Board must notify the student and parents/guardians of its response within ten (10) school business days after the date of the meeting. Unless the Principal decides to delay the suspension, it may be imposed during the appeal process.

B. Long-term Suspensions

Conditions and Limitations of Long-term Suspensions⁹

The Charter School must consider the nature and circumstances of the student's act, and the act must reasonably warrant both a long-term suspension and the length of the suspension imposed. The Charter School may not impose long-term suspension as a form of discretionary discipline as defined in WAC 392-400-205(11). A student may be excluded from a particular classroom or activity area for the period of suspension, but the Charter School must provide an opportunity for a student to receive educational services during a period of suspension. However, the Charter School may designate certain offenses so severe that suspension must be imposed as a consequence. The Principal may grant exceptions to a long-term suspension punishment for extenuating circumstances. Any student who has been suspended may apply for readmission at any time.

As a general rule, the Charter School may not impose a long-term suspension unless another appropriate form of corrective action has already been imposed.

⁸ WAC 392-400-255

⁹ WAC 392-400-260

Additionally, a student may not be subject to a long-term suspension for one or more unexcused absences unless:

- The Charter School first attempted another form of appropriate corrective action;
- The Charter School notified the student's parents/guardians in writing, in the parents/guardians' primary language, of the student's unexcused absences;
- The Charter School scheduled conferences with the parents/guardians and the student to analyze the cause of the student's absences, especially to determine if that cause of absences means the student needs special education services; and
- The Charter School has taken steps to reduce the student's absences, including discussions the parents/guardian, adjusting the student's schedule, or assisting the parents/guardians in securing assistive services for the student.

Students in grades kindergarten through four are not subject to long-term suspension, and no loss of academic grades or credit shall be imposed by reason of the suspension of such a student.

Students in grade five may not receive long-term suspensions which cause the student to lose academic grades or credit in excess of one semester or trimester during the same school year. All long-term suspensions are reported quarterly to the IPS Board of Directors.

Notice of Hearing and Waiver of Hearing Rights for Long-term Suspensions¹⁰

Before a student can be suspended long-term, the student and his or her parents/guardians must receive a written notice of an opportunity for a hearing. This notice must be either delivered in person or by certified mail. The notice must:

- Be in the parents/guardians' primary language, to the extent feasible;
- Explain the alleged misconduct and the Charter School rule(s) alleged to have been violated;
- Identify the corrective action or discipline being proposed;
- Explain the rights of the student and his or her parents/guardians to a hearing to contest the allegation(s); and
- Explain that parents/guardians have three (3) school business days after receipt of the notice to request a hearing. It must also state if the request is not received within that timeline, then the right to a hearing may be deemed to have been waived, and the proposed long-term suspension may be imposed without any further opportunity for the student and parents/guardians to contest it.
- Include a schedule of "school business days" potentially applicable to the hearing date.

¹⁰ WAC 392-400-265

Students and their parents/guardians have three (3) school business days to request the hearing after they receive the notice. The parents/guardians' request for hearing may be made either in writing or verbally, if accepted by the Charter School. If the Charter School does not receive the request for the hearing within three (3) school business days, it may determine that the parents/guardians have waived that right, and the Charter School may impose the long-term suspension.

Prehearing and Hearing Process for Long-term Suspensions¹¹

If the Charter School receives the request for hearing within the designated timeframe (three (3) school business days), it must schedule a hearing. This hearing must commence within three (3) school business days from when the Charter School received the request. In the hearing process, the student and parents/guardians have certain rights, including:

- Before the hearing, the right to inspect any evidence the Charter School plans to introduce at the hearing;
- Be represented by legal counsel;
- Question and confront witnesses, unless the witness is excused by the hearing officer. A witness may be excused if the Charter School can demonstrate it made a reasonable effort to produce the witness, or the Charter School can establish good cause to fear retaliation against the student as a result of being a witness.
- Present the student's explanation of the alleged misconduct; and
- Introduce any evidence or present witnesses. The Charter School has the right to inspect any evidence the student plans to introduce before the hearing.

The Administrative Panel hearing the case shall not be a witness in the case for either the Charter School or the student, and may only determine the student's guilt or innocence based on evidence presented at the hearing. The hearing will either be tape recorded or transcribed verbatim in a written record. The hearing officer must present the student, or his or her attorney or parents/guardians, with written findings of fact, conclusions, and the nature and duration of the suspension or lesser punishment imposed.

C. Expulsion

Conditions and Limitations of Expulsion¹²

Before a student may be expelled, he must receive a written notice and an opportunity for a hearing. A student may not be expelled unless the nature of his or her misconduct warrants the harshness of an expulsion. A student may not be

¹¹ WAC 392-400-270

¹² WAC 392-400-275

expelled as a form of discretionary discipline as defined in WAC 392-400-205(11). A student may be excluded from a particular classroom or instructional or activity area for the period of suspension or expulsion, but the Charter School must provide an opportunity for the student to receive educational services during a period of suspension or expulsion. The Charter School may not expel a student unless another appropriate form of corrective action has already been imposed, or the Charter School reasonably believes other forms of corrective action would fail if employed. An expulsion may not be for an indefinite period of time. An expulsion may not exceed the length of an academic term, unless the Charter School Board authorizes an extension in compliance with the Superintendent of Public Instruction's rules adopted for this purpose. The Charter School shall make reasonable efforts to assist students in returning to an educational setting prior to, and no later than the end date of the expulsion. Any student who has been expelled may apply for readmission at any time.

A student may not be subject to corrective action unless:

- The Charter School notified the student's parents/guardians in writing, or other necessary manner, of the student's unexcused absences;
- The Charter School scheduled conference(s) with the parents/guardians and the student to analyze the cause of the student's absences, especially to determine if that cause of absences means the student needs special education services; and
- The Charter School has taken steps to reduce the student's absences, including discussions the parents/guardian, adjusting the student's schedule, or assisting the parents/guardians in securing assistive services for the student.

Once a student is expelled from the Charter School, the Charter School must notify the appropriate local and state authorities, including but not limited to juvenile authorities, so the authorities may address the student's educational needs. All long-term expulsions, and the reasons for the expulsions, must be reported to the IPS Board of Directors within twenty-four (24) hours after the imposition of the expulsion.

Notice of Hearing and Waiver of Request for Hearing Rights for Expulsions¹³

Before a student can be expelled, the student and his or her parents/guardians must receive a written notice of an opportunity for a hearing. This notice must be either delivered in person or by certified mail. The notice must:

- Be in the parents/guardians' primary language, to the extent feasible;
- Explain the alleged misconduct and the Charter School rule(s) alleged to have been violated;
- Identify the corrective action or discipline being proposed;

¹³ WAC 392-400-280

- Explain the rights of the student and his or her parents/guardians to a hearing to contest the allegation(s); and
- Explain that parents/guardians have three (3) school business days after receipt of the notice to request a hearing. It must also state if the request is not received within that timeline, then the right to a hearing may be deemed to have been waived, and the proposed expulsion may be imposed without any further opportunity for the student and parents/guardians to contest it.
- Include a schedule of “school business days” potentially applicable to the hearing date.

Students and their parents/guardians have three (3) school business days to request the hearing after they receive the notice. The parents/guardians’ request for hearing may be made either in writing or verbally, if accepted by the Charter School. If the Charter School does not receive the request for the hearing within three (3) school business days, it may determine that the parents/guardians have waived that right, and the Charter School may impose the expulsion.

Prehearing and Hearing Process for Expulsions¹⁴

If the Charter School receives the request for hearing within the designated timeframe (three (3) school business days), it must schedule a hearing. This hearing must commence within three (3) school business days from when the Charter School received the request. In the hearing process, the student and parents/guardians have certain rights, including:

- Before the hearing, the right to inspect any evidence the Charter School plans to introduce at the hearing;
- Be represented by legal counsel;
- Question and confront witnesses, unless the witness is excused by the hearing officer. A witness may be excused if the Charter School can demonstrate it made a reasonable effort to produce the witness, or the Charter School can establish good cause to fear retaliation against the student as a result of being a witness.
- Present the student’s explanation of the alleged misconduct; and
- Introduce any evidence or present witnesses. The Charter School has the right to inspect any evidence the student plans to introduce before the hearing.

The Administrative Panel hearing the case shall not be a witness in the case for either the Charter School or the student, and may only determine the student’s guilt or innocence based on evidence presented at the hearing. The hearing will either be tape recorded or transcribed verbatim in a written record. The hearing officer must present the student, or his or her attorney or parents/guardians, with written findings of fact, conclusions, and the expulsion or nature of any lesser punishment imposed.

¹⁴ WAC 392-400-285

D. Emergency Actions

Emergency Removal from a Class, Subject, or Activity¹⁵

A student may be immediately removed from a class or activity by a certificated teacher or Charter School administrator, and sent to the Principal's office, when there is good and sufficient reason to believe that the student's presence poses an immediate and continuing danger to the student or an immediate and continuing threat of substantial disruption of the class, subject, activity, or educational process of the Charter School. This is a short-term action that may continue only until the danger or threat ceases, or the Principal imposes discipline, such as a short-term suspension, long-term suspension, or expulsion.

The Principal must meet with the student as soon as possible after the student's removal to take the appropriate corrective action or punishment. This meeting must occur before the start of the next school day following the student's removal. The removal cannot normally exceed one day. Before the student can be returned to the class or activity he was removed from, the Principal must inform the teacher or administrator who initiated the removal.

Restraint, Isolation and Other Uses of Reasonable Force

It is the policy of Impact Public Schools that the district maintains a safe learning environment while treating all students with dignity and respect. All students in the district, including those who have an individualized education program (IEP) or plan developed under section 504 of the Rehabilitation Act of 1973, will remain free from unreasonable restraint, restraint devices, isolation, and other uses of physical force. Under no circumstances will these techniques be used as a form of discipline or punishment.

This policy is intended to address district students. It is not intended to prevent or limit the use of restraint or other reasonable force as necessary with adults or other youth from outside the district as allowed by law.

Use of restraint, isolation, and other forms of reasonable force may be used on any student when reasonably necessary to control spontaneous behavior that poses an "imminent likelihood of serious harm" as defined by RCW 70.96B.010 and Chapter 392-172A WAC. Serious harm includes physical harm to self, another, or district property. Staff will closely monitor such actions to prevent harm to the student and will use the minimum amount of restraint and isolation appropriate to protect the safety of students and staff. The restraint, isolation, and other forms of reasonable force will be discontinued when the likelihood of serious harm has dissipated.

The superintendent or a designee will develop procedures to implement this policy, including review, reporting and parent/guardian notification of incidents involving

¹⁵ WAC 392-400-290

restraint or isolation as required by law. Additionally, the superintendent will annually report to the board on incidents involving the use of force.

Limitations on Emergency Expulsions¹⁶

A student may be expelled immediately by the Principal in emergency situations, if the Principal has good and sufficient cause to believe the student's presence poses an immediate and continuing danger or a continuing threat of substantial disruption of the educational process. An emergency expulsion must end or be converted to another form of corrective action within ten school days from the date of the expulsion..

Notice of Hearing and Waiver of Hearing Rights for Emergency Expulsions¹⁷

The Charter School must notify the student's parents/guardians of the emergency expulsion, and their right for a hearing, within twenty four (24) hours of the expulsion (If the expulsion is based on failure to comply with state immunization law, the notice must be made *before* the expulsion is imposed). The notice must be delivered either in person, with the Charter School documenting delivery of the notice by obtaining the parents/guardians' signature, or by certified mail. Reasonable attempts to contact the parents/guardians must be made by phone if the notice is mailed. The notice must:

- Be in the parents/guardians' primary language, to the extent feasible;
- Specify the alleged reasons for the emergency expulsion;
- Identify the corrective action or punishment taken and proposed;
- Explain the rights of the student and his or her parents/guardians to a hearing to contest the allegation(s) as soon as reasonably possible; and
- Explain that parents/guardians have three (3) school business days after receipt of the notice to request a hearing. It must also state if the request is not received within that timeline, then the right to a hearing may be deemed to have been waived, and the emergency expulsion may be continued as deemed necessary by the Charter School for up to ten school days from the date of the student's emergency removal from school without any further opportunity for the student and parents/guardians to contest it.
- Include a schedule of "school business days" potentially applicable to the hearing date.

Students and their parents/guardians have three (3) school business days to request the hearing after they receive the notice. The parents/guardians' request for hearing may be made either in writing or verbally, if accepted by the Charter School. If the Charter School does not receive the request for the hearing within three (3) school business days, it may determine that the parents/guardians have waived that right, and the Charter School may continue the emergency expulsion for up to ten school

¹⁶ WAC 392-400-295

¹⁷ WAC 392-400-300

days from the date of the student's emergency removal from school as deemed necessary by the Charter School.

Prehearing and Hearing Process for Emergency Expulsions¹⁸

If the Charter School receives the request for hearing within the designated timeframe (three (3) school business days), it must immediately schedule a hearing, and give notice of the hearing, as soon as reasonably possible. This hearing must occur no later than two (2) school business days from when the Charter School received the request. In the hearing process, the student and parents/guardians have certain rights, including:

- Before the hearing, the right to inspect any evidence the Charter School plans to introduce at the hearing;
- Be represented by legal counsel;
- Question and confront witnesses, unless the witness is excused by the hearing officer. A witness may be excused if the Charter School can demonstrate it made a reasonable effort to produce the witness, or the Charter School can establish good cause to fear retaliation against the student as a result of being a witness.
- Present the student's explanation of the alleged misconduct; and
- Introduce any evidence or present witnesses. The Charter School has the right to inspect any evidence the student plans to introduce before the hearing.

The Administrative Panel hearing the case shall not be a witness in the case for either the Charter School or the student, and may only determine the student's guilt or innocence based on evidence presented at the hearing. The hearing will either be tape recorded or transcribed verbatim in a written record.

The Administrative Panel must make a decision whether or not to continue the emergency expulsion within one Charter School business day after the hearing concludes. The hearing officer must inform the student, or his or her attorney or parents/guardians, of the findings of fact, conclusions (including whether or not the emergency situation giving rise to the emergency expulsion continues), and whether the emergency expulsion should be converted to another form of corrective action. The Administrative Panel's decision must be sent to the student, or his or her attorney or parents/guardians, via certified mail.

An emergency expulsion may be continued following the hearing if the emergency basis continues and/or as corrective action or punishment for the actions giving rise to the emergency expulsion in the first place.

E. Appeal Process

¹⁸ WAC 392-400-305

Long-term Suspensions and Expulsion Appeals¹⁹

The student may appeal an Administrative Panel's decision regarding his or her long-term suspension, expulsion, or emergency expulsion. The IPS Board will hear such appeals. The student must notify the Principal of the student's desire to appeal within three (3) school business days after receiving the Administrative Panel's written decision.

If the student does not appeal within that timeframe (three (3) school business days), his or her suspension or expulsion may begin on the first calendar day following the expiration of that three (3) school business day period. If the student does appeal, the suspension or expulsion may be imposed during the appeal, subject to the following conditions:

- The long-term suspension or non-emergency expulsion may be imposed during the appeal period for no more than ten (10) consecutive school days or until the appeal is decided, whichever is shorter;
- An emergency expulsion may be continued during the appeal period as long as the student continues to pose an immediate and continuing danger or continuing threat of substantial disruption;
- If the student serves any days of the suspension or expulsion before the appeal is decided, those days will be credited toward the overall duration of the suspension or expulsion and will not limit or extend the duration of that suspension or expulsion; and
- If a student subject to a temporary suspension returns to Charter School before the appeal is decided, he must be allowed to make up assignments and tests missed during his or her suspension if the missed assignments or tests have a substantial effect on the student's grade, or failure to complete the assignments would prevent the student from receiving credit for the course(s).

Any appeal of the IPS Board of Director's decision must be to the courts. The Charter School has the discretion to postpone its decision pending the student's appeal to the court, except if ordered otherwise by the court.

Procedures for Appeals Hearings before the Charter School Board²⁰

If the IPS Board of Directors receives the notice of appeal within the designated timeframe (three (3) school business days), it must schedule and hold an informal conference to review the matter. This informal conference must occur within ten (10) school business days after the Charter School receives the notice of appeal. The purpose of this meeting is to meet with both the student and the Administrative Panel to decide the most appropriate way to handle the appeal. At that time, the student, or his or her attorney or parents/guardians, may present witnesses and

¹⁹ WAC 392-400-310

²⁰ WAC 392-400-315

evidence as Charter School Board deems is reasonable. The Board will decide on one of the following procedures before the conclusion of the conference:

- Review the hearing record or other submitted materials, and make its decision within ten (10) school business days after the date of the conference; or
- Hear further arguments based on the hearing record and make its decision within fifteen (15) school business days after the date of the conference; or
- Hear new evidence and arguments, not based on the hearing record, within ten (10) school business days after the date of the conference.

If the Board decides to hear new evidence and arguments, the student has certain rights, including:

- Before the new hearing, to inspect any evidence the Charter School plans to introduce at the hearing;
- Be represented by legal counsel;
- Question and confront witnesses, unless the witness is excused by the hearing officer. A witness may be excused if the Charter School can demonstrate it made a reasonable effort to produce the witness, or the witness can establish good cause to fear retaliation as a result of being a witness.
- Present the student's explanation of the alleged misconduct; and
- Introduce any evidence or present witnesses he desires. The Charter School has the right to inspect any evidence the student plans to introduce before the hearing.

The hearing will either be tape recorded or transcribed verbatim in a written record.

Discipline and Short-term Suspension Grievances²¹

The IPS Board may authorize an Administrative Panel to hear and decide discipline and short-term suspension grievance appeals.

Charter School Board Decisions²²

The IPS Board may decide to impose, affirm, reverse, or modify a student's discipline, suspension, or expulsion after the appeal hearing. This decision may only be made:

- By the board members who heard or read the evidence;
- By the board members who were not witnesses in the case; and
- At a meeting at which a quorum of the board is present, and by majority vote.

Students With Disabilities

²¹ WAC 392-400-317

²² WAC 392-400-320



A pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. The Charter School will follow the IDEA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

2. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents/guardians to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
2. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

1. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
3. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

3. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent/guardian and the Charter School agree otherwise.

4. Special Circumstances



Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

1. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
3. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

6. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the child.
3. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior



demonstrated by the child, directly to Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents/guardians; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.



IMPACT

PUBLIC SCHOOLS

Impact | Renton
Attachment 11 (Section 13)

Contents:

- School Leader Job Description with Qualifications



Founding Principal

Job Description

Impact Public Schools

Impact Public Schools (IPS) invites passionate individuals with a background in instructional leadership to apply for the position of Principal at Impact Public Schools.

Being a part of the Impact team is a unique opportunity. We are deeply committed to achieving our mission of preparing a diverse population of students to succeed in college and impact communities as the next generation of equity-driven, innovative leaders. Our schools are small, tightly-knit families where every child is known, guided by an individual learning plan and loved by an adult mentor. Our strong community is rooted in high expectations, joy and exudes our core values:

- ★ **Bold Ambitions** - We envision self-driven students and adults who develop the skills, habits and mindsets to impact communities and invent the future; we support one another in achieving step-by-step excellence along the way.
- ★ **Brave Solidarity** - Diversity strengthens and enlivens us. Dissatisfied yet optimistic, we bring a lens of equity and inclusion to each decision and each day.
- ★ **Team WA** - All of Washington is our team. We are powerful when we work together, so we build relationships based on empathy and strive together towards outstanding outcomes for all public school students.
- ★ **Everyone Grows** - We approach each day as an opportunity to learn and grow. We work hard towards our own just-right goals, cheering each other on as we redefine potential.
- ★ **Play Big** - We celebrate. We wonder. We ask. We make and invent and imagine. We play big.
- ★ **Intention** - In the tiny and the huge, we keep the end in mind and reflect on the potential effects of our choices.



IPS graduates will be the problem solvers, innovators, and change agents of tomorrow. The IPS educational model includes a mentoring program and personalized learning plans for every child, targeted curriculum, rigorous deeper learning experiences, community-based arts expeditions, and student affinity groups that focus on diversity, equity and inclusion starting in Kindergarten.

IPS is seeking a talented, entrepreneurial, elementary instructional leader with a drive for innovation and a history of proven results in closing the opportunity gap. An IPS Principal will be responsible for co-designing and leading a ground-breaking K-5 model. The Principal will serve as the cultural and instructional leader, possessing a passion for excellence and growing a world class team of educators.

Through over thirty days of paid professional development, consistent high-impact instructional coaching, and personalized career pathways, we are deeply committed to each team member's growth.

Essential Functions of an IPS Principal:

We are seeking a flexible, innovative, dynamic and committed leader to not only bring the best out in each and every student, but to be part of a movement to build a school for the future.

The IPS Principal will:

Academics and Instruction:

- Serve as administrator and instructional leader of the school.
- Articulate a vision, strategy and set of goals that align with the mission of Impact Public Schools.
- Oversee the implementation of a set of restorative practices and systems aimed at supporting all students in being their best selves.
- Oversee the assessment calendar, including standardized testing.
- Ensure there is excellent instruction occurring every minute, every period, every day.

Culture:

- Lead a culture of high expectations for ALL and a relentless focus on college success.



- Build and maintain a positive culture of learning for both students and adults.
- Lead all-school meetings, focusing on IPS values.
- Maintain professional standards and a school environment that is productive, safe and focused.

Faculty:

- Attract, develop, and retain exceptional talent. Evaluate the performance of teachers and other school employees and coach them on their individual development.
- Ensure effective and timely communication with faculty.
- Participate in IPS and individual professional development.
- Attend regular principal meetings and collaborate actively with other colleagues.

Community:

- Build strong relationships with parents.
- Ensure effective communication with families with respect to student academic performance, student conduct, school programs, and school performance.
- Develop meaningful relationships through deep and ongoing community outreach.
- Available for contact with parents, students and staff to discuss student progress and problems after class, at night or on weekends (via cell phone or in person).

Leadership:

- Oversee Assistant Principal - Operations and School Manager to ensure school is fully compliant and the learning environment is prepared and organized.
- Maintain work hours extending beyond school hours for other professional duties or functions such as faculty meetings, supervision of student events, etc.
- Maintain a balanced and mission aligned budget with Home Office team.



- Participate in other events aimed at promoting or developing IPS and its schools.

Education and Experience:

- 4+ years teaching and/or leadership experience, at the elementary level, with a history of success in closing the opportunity gap.
- Master's Degree (or above) in Education (preferred).
- A strong understanding of early childhood development.
- Proven track record of success leading adults and a commitment to education reform.
- Deep belief in Impact Public Schools mission, vision, and values.
- Exceptional project management skills.
- Proven management and team building skills.
- Excellent interpersonal communication and writing skills.
- Expertise in teaching literacy and mathematics.
- Strong skills and enthusiasm to build relationships with students, faculty members, families, and external partners.
- Experience working in an entrepreneurial environment.
- A commitment to working successfully with an ethnically & economically diverse student body and team of adults.
- The ability to effectively relate to and engage students in relationships in one-on-one, small group and large group settings.
- A commitment to use data and technology to personalize learning for both adults and students.
- Experience in making data driven decisions.
- Experience in planning and implementing quality professional development.
- An ability to model, live, and reinforce the school's core values inside and outside the classroom with colleagues, scholars, families, and the larger community.
- Optimism, resiliency, curiosity, perseverance, a sense of humor, and a burning passion for personal growth and student success.

Compensation:



Salary for this position is competitive and commensurate with experience. We also offer a comprehensive benefits plan as well as the opportunity to impact a growing, mission-driven organization that is committed to the success of all students.

Commitment to Diversity:

IPS seeks individuals of all ethnic and racial backgrounds to apply for this position. We are committed to maximizing the diversity of our organization and recruiting a team that reflects the diversity of our student movement.

Equal Employment Opportunity:

Equal employment opportunity and respect in the workplace are fundamental principles at Impact Public Schools (IPS). IPS prohibits and does not tolerate harassment, intimidation, bullying, discriminatory, or retaliatory behavior. All aspects of your employment are based upon your personal capabilities and qualifications, without regard to race, color, religion/creed, sex/gender (including pregnancy and gender identity), sexual orientation or perceived sexual orientation, national origin, alienage or citizenship status, disability, age, military status, marital status, partnership status, status as a victim of domestic violence, genetic predisposition or carrier status, or any other protected class as established by federal, state, or local law. The following employee(s) has been designated to handle questions and complaints of alleged discrimination: Jen Wickens, CEO, 3438 S. 148th St., Tukwila, WA 98186, (206) 712-7640, jwickens@impactps.org.

To join our team, please upload a cover letter and resume to careers@impactps.org, explaining in detail your qualifications for the position.



IMPACT

PUBLIC SCHOOLS

Impact | Renton Attachment 12 (Section 13)

Contents:

- Qualifications and Resumes for Members of the Leadership Team
 - Jen D. Wickens - CEO
 - Abigail Cedano - CAO
 - Kristen McCaw - CFO/COO
 - Alex Horowitz - Regional Director of Schools (Puget Sound)

JEN DAVIS WICKENS

EDUCATION

Stanford Principal Fellow (2009)

New Leaders for New Schools

Urban Principal Training Program (2006)

Washington State Administrative Credential

Seattle University

Master in Education (2003)

4.0 GPA

Washington State Teaching Credential

Willamette University

B.A. English, Minor Spanish (2000)

Studied abroad in Quito, Ecuador

Graduated Cum Laude

EXPERIENCE

February 2017 – Present

Impact Public Schools Co-founder & Chief Executive Officer

- Set and guide the vision for a new, local network of public charter schools across Washington state
- Recruit, cultivate and facilitate the Board of Directors
- Recruit, manage and support the senior leadership team and school leader(s)
- Fundraise start-up costs, acquire facilities and lead external affairs

January 2014 – February 2017

Summit Public Schools – Chief Regional Officer

- Leading development of first charter high schools in Washington.
- Oversee WA Board of Directors and all regional operations and outcomes.
- Galvanized team of elected officials, families and media outlets in the successful reinstatement of the charter law in the 2016 legislative session.

August 2012 – January 2014

Educational Leadership Consultant

WA State Charter Schools Association (WA Charters)

- Co-led launch of the state's first charter school association.
- Led recruitment and support to expand Summit Public Schools to WA.
- Selected and co-led state's first independent charter leaders, resulting in 100% authorization success rate.

Seattle Public Schools, Center for Strengthening the Teaching Profession, Envision Learning Partners

- Designed and executed professional development for school leaders and senior central office leaders throughout the country.
- Coached over 100 K-12 school leaders in instructional leadership and systems thinking.

June 2011 – August 2012

Seattle Public Schools

Principal Professional Development

- Designed and executed the district's first comprehensive K-12 principal professional development system on performance management.
- Coached over 80 K-12 school leaders in instructional leadership.

July 2006 – June 2011

Envision Schools**Vice President – Teaching & Learning**

- Oversaw team of 20, including Education Team, Principals, Subject Area Leaders, Enrollment & Community Engagement and Data & Assessment Team.
- Directed teacher and leader professional development strategy and implementation.
- Developed and led organization's first data driven, benchmarking system.
- Managed enrollment strategy, budget and accountability system.

Founding Principal, Impact Academy of Arts & Technology

- Founded school and led team to significantly outperform the district on traditional and non-traditional measures, achieving a 10 out of 10 in similar schools rank.
- Impact Academy is now closing the achievement gap faster than any other high school in the Bay Area based on the 2015 Innovate Public Schools Report.

July 2005 – July 2006

New Leaders for New Schools**Principal Residency, Mare Island Technology Academy, Vallejo, CA**

- Launched data-driven assessment system in all core subject areas.
- Led school board through five-year strategic planning process.
- Developed and facilitated weekly teacher professional development.

June 2002 – June 2005

Tyee High School & Nathan Hale High School**Teacher**

- Taught 9th, 11th and 12th grade English.
- Co-led Research & Design Team in major reform to small, personalized schools.

KRISTEN MCCAOW

CONTACT

Email

Location

Seattle, Washington

EDUCATION

University of Southern California

MASTER OF PUBLIC ADMINISTRATION

Awarded Dean's Merit Scholarship & Certificate of Merit for Top 5% of Graduating Class

New York University

BACHELOR OF ARTS, POLITICS & METROPOLITAN STUDIES

Awarded Dean's Merit Scholarship

SKILLS

Team, project, and program management

Organizational strategy and strategic communications

Advanced Excel and database software, including Salesforce, Google Fusion Tables, Data Studio

LANGUAGES

Conversational Spanish
Basic French

COMMUNITY

Board Member, Voices College-Bound Language

EXPERIENCE

Impact Public Schools

CO-FOUNDER, CHIEF FINANCIAL OFFICER & CHIEF OPERATING OFFICER, AUGUST 2018 - PRESENT

- Building a new network of innovative public charter schools that are educating the next generation of equity-driven leaders
- Establishing operational and financial systems that will support growth of the organization to 8 schools across Washington State
- Developed tool that enables faculty to have ready access to subgroup student academic data and built system for knowledge management

Summit Public Schools

CHIEF OPERATING OFFICER & CHIEF DIVERSITY OFFICER, AUGUST 2017 - JUNE 2018
CHIEF OF STAFF, JULY 2016 - AUGUST 2017

DIRECTOR OF GROWTH & POLICY, NOVEMBER 2014 - JULY 2016

- Lead and develop team of 45 people across varied business functions:
 - Providing technology, security, and infrastructure to nearly 500 employees
 - Managing multiple real estate development projects valued at over \$40 million
 - Recruiting teachers for 11 growing schools and a new teacher credentialing program, and provide talent and HR expertise to nearly 500 employees in CA and WA of varying functions
 - Managing data, operations and compliance for 11 schools in CA and WA
 - Managing implementation of multi-pronged diversity, equity and inclusion initiatives across the organization
 - Manage development team responsible for raising \$10 million per year, supporting annual \$35 million grant, and hosting hundreds of tours
- Collaborated with CEO to manage Summit Public Schools executive leadership team in determining organization-wide strategy, setting organizational culture, and fundraising.
- Led team that created winning vision for next generation high school. Selected for \$10 million XQ Super School prize from over 700 entries.
- Secured \$10 million grant from the Gates Foundation, along with other grants of \$1M+
- Led team that developed and executed organization's growth strategy. Secured approval for two new schools in California and Washington that will serve 1,300 students.
- Negotiated long-term leases for 2 schools, secured city facility approval in highly politicized process, and secured renewal for 2 schools.
- Led development of organization's local, statewide, and national policy agenda - including issues related to funding, charter authorization, facilities - and related advocacy strategies.

California Charter Schools Association

ACTING MANAGING DIRECTOR, SCHOOL DEVELOPMENT, MARCH - SEPTEMBER 2014
DIRECTOR OF SCHOOL DEVELOPMENT, MARCH 2012 - NOVEMBER 2014

- Provided strategic guidance to board members and school leaders on school design, petition and budget development, securing facilities, project management, fundraising, and authorization. In two years,

KRISTEN MCCAOW

Academy (2014-2018)

Presenter, California Charter Schools Conference and Education Pioneers National Conference (2013-2016)

Coach, Startup Weekend Education (2013)

Board Fellow, Teach For America (2010-2011)

supported launch of 24 charter schools and replications across diverse urban and rural school districts.

- Crafted and executed regional growth strategy. In 2014, new school enrollment increased by 53% over prior year and replications of high-performing schools doubled.
- Tapped by CEO to shape multi-organization proposal that would raise millions from national funders to achieve historic, rapid increase in the number of Bay Area charter schools.
- Promoted to lead statewide school development team during supervisor's leave. Supervised four regional staff and oversaw \$450,000 budget.

Do Good Now

CONSULTANT, BUSINESS PLANNING & DEVELOPMENT, AUGUST – DECEMBER 2011

- Led strategic planning process, including creation of budget, service delivery model, and marketing plan, for startup providing fundraising services to nonprofits in education.

Lighthouse Community Charter School

EDUCATION PIONEERS GRADUATE FELLOW, JUNE – AUGUST 2011

- Managed implementation of new technology systems to support new performance-based compensation structure, improve data use and management, and further school network's expansion plans.
- Conducted needs assessment, designed project plan, created one-stop technology portal, and trained staff on new tools.

USC Center on Educational Governance

RESEARCH ASSOCIATE, AUGUST 2010 – MAY 2011

- Evaluated and proposed program improvements to Los Angeles Unified School District program designed to improve outcomes at low-performing schools.
- Developed project management tools, research protocols for surveys and interviews, and methodology.

Success Academy Charter Schools

STUDENT ACHIEVEMENT COORDINATOR, NOVEMBER 2008 – JUNE 2010

- Developed systems for special education case management, assessments, and response to intervention at one of New York's largest and highest performing charter networks.
- Directed 35 teachers in administering over 100 assessments annually. Analyzed test results, identified trends, and reported progress towards academic goals to school faculty, charter network, and parents.
- Managed 6 special education programs, 2 intervention programs, and 9 service providers, with total budget of \$300,000.

Urban Upbound

PUBLIC EDUCATION & COMMUNICATIONS MANAGER, SEPTEMBER 2006 – JAN. 2008

COLLEGE PREPARATION ASSOCIATE, JANUARY – NOVEMBER 2008

- Designed, launched, and managed 4 college preparation programs at 6 sites serving over 700 low-income families.
- Composed and designed external marketing, press, and donor materials; wrote grant proposals and reports; and secured press coverage in major news outlets.

Abigail Cedano

Thoughtful, driven leader experienced in engaging networks, building coalitions, and aligning groups around a shared mission and vision.

Core competencies include: Performance Management, Common Core Knowledge, Curriculum Design, Public Speaking, Verbal and Written Communication, Vision Setting, Strategic Planning and Prioritization, Self-reflection, Team Building, Teacher and Leader Coaching.

EXPERIENCE

Chief Academic Officer, Impact Public Schools

June 2019 - Present

Lead instructional model design. Collaborate with Impact's leadership team and use best practices from around the country to make model decisions to create the most innovative and impactful school on the West Coast. Lead a growing team to research, develop and write all curriculum and assessments. Ensure high quality model implementation across all Impact classrooms. Create and lead effective professional development for school leaders and teachers. Develop hiring practices that attract and retain the best teachers and leaders in the country.

Head of Instruction, Impact Public Schools

June 2018 - June 2019

Collaborate with Impact's leadership team and use best practices from around the country to make model decisions to create the most innovative and impactful school on the West Coast. Ensure high quality model implementation across all Impact classrooms. Create and lead effective professional development for school leaders and teachers.

Head of Schools, Summit Public Schools

July 2016 - June 2019

Manage and lead a team of school leaders to realize the vision of high-performing, personalized schools for all Summit Public Schools' students and families across a subset of the 11 Summit campuses. Provide leadership and vision for Summit campuses across California's Bay Area and Washington State and accountable for sustaining and improving academic excellence and student achievement across at the 3 Summit Schools in WA state. Develop, support and hold accountable school leaders to build world-class, personalized schools. Project manage organization initiatives such as school schedules, school culture, curriculum implementation and leader professional development. Manage Washington State compliance and hold all stakeholder relationships.

Managing Principal, Success Academies

July 2015 - June 2016

Manage a cohort of Success Academy (SA) Charter Schools across NYC. SA is one of the leading charter management organizations in the country; our schools rank in the top 1% in New York and are proving that students, regardless of race or socio-economic background, can achieve anything. Coach and manage a team of principals towards clear outcomes. Responsible for leadership and managerial development of new principals. Help school leaders set and execute against their vision and manage against clear outcome targets. Develop leaders in their interactions with staff to build strong educational communities. Advise on organizational decisions and execution, design curriculum, and actively train and develop school leaders and teachers across all 34 Success Academy schools.

Principal, Success Academy Williamsburg

July 2012 - June 2016

Founded a new Success Academy elementary school in 2012 in Brooklyn, NY. Grew the school from 180 Kindergarten and First graders and 20 staff members to 480 pre-k through fourth graders and more than 60 staff members. In 2015, the school's first year of New York State testing, SA Williamsburg scored in the top 1% in both Math and English Language Arts and placed third in the National Chess tournament. Created a joyful and rigorous learning climate by articulating and executing against a clear vision set before opening the doors of the school. Manage, motivate and develop a leadership team of 10 and a faculty of 60. Consistently self-reflect to improve all aspects of the school community. Utilize strong written and oral communication to effectively align 480 students, 900 parents and 60 staff members. Oversee all aspects of school operations, manage community partnerships, calendars, schedules, budgets, procurement and community communications.

Assistant Principal, Success Academy Harlem 1

July 2011 - July 2012

Responsible for managing and developing faculty across multiple grades. Effectively used data to drive instruction and improve both teacher and student outcomes as evidenced by end-of-year assessments, teacher retention, parent engagement, and staff morale. Under my leadership, school ranked in the top 3% on state tests and ranked at the top of the network on all employee satisfaction surveys.

Lead Teacher, PS 65 Bronx NY and Success Academy Harlem 3 July 2007 - July 2011

Lead teacher in kindergarten, first, second and third grade classrooms with more than 30 students. Achieved reading and math results in the top 5% of Success Academy Network. Differentiated curriculum for a variety of learners including English language learners and students with special needs. Participated in professional development for students with emotional disabilities. Developed and implemented a *Peace* curriculum for students struggling with aggressive behavior. Created and coached a girls basketball and leadership enrichment program. Demonstrated strong classroom management and ability to build robust relationships with both children and families. Created a joyful environment that fostered curiosity and a love of learning. Held the position of grade team leader to support curriculum implementation and organization across the instructional faculty.

EDUCATION

Whitman College
BA in Political Science

August 2001 - May 2005

Bank Street School of Education

August 2005- June 2007

Dual Masters in Early Childhood Education and Elementary Education

PERSONAL INTERESTS

Community Development Children’s Literature Photography Cycling Spanish

Alex Horowitz

Leadership Experience

Summit Public Schools Washington

August 2016-June 2019

Regional Director of Schools (August 2018-June 2019)

- Led regional SBAC improvement plan; Summit Olympus grew 23 points in Math and 19 in ELA and Summit Atlas outperformed neighboring school by over 20 points in ELA and Math
- Created and implemented Summit Washington's college programming, leading to 100% of graduating seniors gaining admission to four year colleges and universities
- Designed and facilitated school leader professional development for deans across 11 campuses
- Guided principals through data analysis protocols to improve regional goals around attendance and external assessment scores
- Served as point person for compliance reporting on federal and state programs

Principal, Summit Olympus (August 2016-August 2018)

- Improved staff retention from 50% to 88%
- Led our team to outperform state by 25% on Washington Comprehensive Assessment of Science
- Led our team to outperform neighborhood high school by 12% on state ELA assessment
- Created and maintained campus-wide systems and expectations, leading to 86% of student body responding positively to statement, "Discipline at my school is fair."
- Started athletic and extracurricular programming, including the creation of three new sports teams and a competitive robotics team

Leadership Public Schools

August 2013 - June 2016

Academic Dean (Assistant Principal)

- Facilitated weekly leadership data and intervention meetings; reduced 12th grade D/F rate by 20%
- Led school-wide instructional coaching redesign to emphasize data and professional practice goals
- Initiated self-paced learning modules in summer program, increasing pass rate by 40%

Teaching Experience

Leadership Public Schools

August 2011-July 2013

Special Education Teacher and Department Chair

- Increased mental health services through initiating partnership with Seneca Center
- Co-taught multiple subjects using best practices in inclusion to increase access for all students

Vallejo City Unified School District

August 2008- June 2010

Special Education Teacher

- Achieved highest English Exit Exam pass rate for self-contained students with disabilities in district; recognized at Teach For America end of year event for outstanding student gains

Education

- UC Berkeley, M.A. in Educational Leadership and Principal Certification (August 2014)
- The George Washington University, BA in Psychology (May 2008)



Assistant Principal

Who You Are

Impact Public Schools (IPS) is seeking a passionate leader with a proven track record of improving student outcomes. You are fiercely committed to closing the opportunity gap and launching a school that is academically rigorous, promotes high expectations, and deeply values social emotional learning. You are excited by the opportunity to open a school with the backing of a strong organization and a proven model.

Why This is a Unique Opportunity

- Impact is a leading organization in Washington's growing charter school sector and our flagship school is a top performer in the Charter School Growth Fund portfolio. You would be joining an organization that is achieving its mission.
- Impact schools are diverse by design: this is an opportunity to be a gap closing leader in a racially, socioeconomically, and linguistically diverse setting.

Commitment to Diversity:

IPS seeks individuals of all ethnic and racial backgrounds to apply for this position. We are committed to maximizing the diversity of our organization and recruiting a team that reflects the diversity of our student movement.

Our Schools

Impact currently operates a top performing elementary school in Tukwila, Washington and we are opening a second site in Seattle. Being a part of the Impact team is a unique opportunity. We are deeply committed to achieving our mission of preparing a diverse population of students to succeed in college and impact communities as the next generation of equity-driven, innovative leaders. Our schools are small, tightly-knit families where every child is known and loved by an adult mentor. Our strong community is rooted in high expectations, joy, and guiding core values:

- ★ **Bold Ambitions** - We envision self-driven students and adults who develop the skills, habits and mindsets to impact communities and invent the future; we support one another in achieving step-by-step



excellence along the way.

- ★ **Brave Solidarity** - Diversity strengthens and enlivens us. Dissatisfied yet optimistic, we bring a lens of equity and inclusion to each decision and each day.
- ★ **Team WA** - All of Washington is our team. We are powerful when we work together, so we build relationships based on empathy and strive together towards outstanding outcomes for all public school students.
- ★ **Everyone Grows** - We approach each day as an opportunity to learn and grow. We work hard towards our own just-right goals, cheering each other on as we redefine potential.
- ★ **Play Big** - We celebrate. We wonder. We ask. We make and invent and imagine. We play big.
- ★ **Intention** - In the tiny and the huge, we keep the end in mind and reflect on the potential effects of our choices.

IPS graduates will be the problem solvers, innovators, and change agents of tomorrow. The IPS educational model includes a mentoring program and personalized learning plans for every child, targeted curriculum, and rigorous project based learning with decolonized curriculum.

IPS is seeking a driven elementary instructional leader with proven results in closing the opportunity gap. An IPS Assistant Principal will directly support the principal in executing a ground-breaking K-5 model. The Assistant Principal will serve as a cultural and instructional leader, possessing a passion for excellence and growing a world class team of educators.

Through over thirty days of paid professional development, consistent high-impact instructional coaching, and personalized career pathways, we are deeply committed to each team member's growth.

Essential Functions of an IPS Assistant Principal:

We are seeking a flexible, innovative, dynamic and committed leader to not only bring the best out in each and every student, but to be part of a movement to build a school for the future.

The IPS Assistant Principal will:



Academics and Instruction:

- Lead staff professional development and coach teachers to meet their growth goals and achieve excellent student outcomes
- Support the principal in ensure the IPS instructional model is executed with fidelity across classrooms
- Support the principal in developing strategies and goals that align with the mission of Impact Public Schools
- Eliminate gaps in student performance and demand that classrooms are rigorous with high expectations for all students
- Support with the assessment calendar, including standardized testing

School Culture:

- Support the implementation and execution of a culture system that holds all students to high expectations, promotes joy across campus, and utilizes restorative practices to address behaviors
- Uphold IPS values and norms at all times

Faculty:

- Support in attracting, developing, and retaining exceptional talent.
- Evaluate the performance of teachers and other school employees and coach them on their individual development.
- Build a faculty culture defined by trust, high expectations, and joy
- Ensure effective and timely communication with faculty.

Community:

- Develop and maintain strong family partnerships, utilizing family structures, newsletters, and individual conversations to build trust and buy-in with all families
- Ensure effective communication between families and all faculty
- Lead events aimed at promoting the school in the community, including student recruitment events.

Administrative Duties:



- Maintain work hours beyond school hours for other professional duties or functions such as faculty meetings, supervision of student events etc.
- Participate in events aimed at promoting or developing IPS and its schools

Education and Experience:

- 4+ years teaching and/or leadership experience, at the elementary level, with a history of success in closing the opportunity gap.
- Master's Degree (or above) in Education (preferred).
- A strong understanding of early childhood development.
- Proven track record of success leading adults and a commitment to education reform.
- Deep belief in Impact Public Schools mission, vision, and values.
- Exceptional project management skills.
- Proven management and team building skills.
- Excellent interpersonal communication and writing skills.
- Expertise in teaching literacy and mathematics.
- Ability and enthusiasm to build relationships with students, faculty members, families, and external partners.
- Experience working in an entrepreneurial environment.
- A commitment to working successfully with an ethnically & economically diverse student body and team of adults.
- The ability to effectively relate to and engage students in relationships in one-on-one, small group and large group settings.
- A commitment to use data and technology to personalize learning for both adults and students.
- Experience in making data driven decisions.
- Experience in planning and implementing quality professional development and instructional coaching.
- An ability to model, live, and reinforce the school's core values inside and outside the classroom with colleagues, scholars, families, and the larger community.
- Optimism, resiliency, curiosity, perseverance, a sense of humor, and a burning passion for personal growth and student success.



Director of School Operations

Job Description

Impact Public Schools (IPS) invites passionate individuals with a background in operations, finance and administration to apply for the position of Director of School Operations.

Being a part of the Impact team is a unique opportunity. We are deeply committed to achieving our mission of preparing a diverse population of students to succeed in college and impact communities as the next generation of equity-driven, innovative leaders. Our schools are small, tightly-knit families where every child is known, guided by an individual learning plan and loved by an adult mentor. Our strong community is rooted in high expectations, joy and exudes our core values:

- ★ **Bold Ambitions** - We envision self-driven students and adults who develop the skills, habits and mindsets to impact communities and invent the future; we support one another in achieving step-by-step excellence along the way.
- ★ **Brave Solidarity** - Diversity strengthens and enlivens us. Dissatisfied yet optimistic, we bring a lens of equity and inclusion to each decision and each day.
- ★ **Team WA** - All of Washington is our team. We are powerful when we work together, so we build relationships based on empathy and strive together towards outstanding outcomes for all public school students.
- ★ **Everyone Grows** - We approach each day as an opportunity to learn and grow. We work hard towards our own just-right goals, cheering each other on as we redefine potential.
- ★ **Play Big** - We celebrate. We wonder. We ask. We make and invent and imagine. We play big.
- ★ **Intention** - In the tiny and the huge, we keep the end in mind and reflect on the potential effects of our choices.

The Director of School Operations (DSO) is responsible for all manners of non-instructional duties in an IPS school and serves as a member of the school's leadership team. The DSO is critical to the IPS school model, which seeks to relieve the principal of most operations related obligations so that s/he can focus almost exclusively on student achievement and the professional development of the teaching faculty. The DSO reports to the CFO/COO and is also supported by the Home Office operations team.

Essential Functions of the IPS Director of School Operations:

School Operations

- Prepare campus for the new school year by doing everything from ordering furniture, equipment, and classroom supplies to ensuring school services (i.e. student food services, student transportation services) are lined up and ready for action
- Maintain a clean, neat and highly functional campus by managing custodial personnel and third-party contracts for trash removal, recycling, maintenance, and security
- Manage the school's food and transportation services by ensuring delivery of service and coordinating with service providers
- Manage the school's supply and asset inventory
- Oversee the effective implementation of core school operational practices as they relate to student and staff attendance tracking, supply requests and fulfillment, student enrollment/discharges, student meal tracking, student transportation, field trip planning and execution, etc.
- Lead operations for all school events and field trips
- Implement school site testing procedures and complete data analysis as needed

School Administration

- Support tracking/follow up on teacher certification and other HR documentation, on-site HR matters, and employee benefits to ensure that all employees have required documentation on file
- With the support of IPS's Home Office, ensure that the school is adhering to all federal, state, and local compliance requirements and policies, and completing required reports on time

- Ensure that student records are properly maintained and updated
- Work with the School Principal and IPS Home Office to manage the school's budget, and participate in monthly meetings to review/account for budget variances
- Submit invoices with sufficient information to IPS Home Office for processing
- Place and closely track school purchase orders
- Collect/review staff time-sheets and partner with IPS Home Office to manage any substantive changes in a school employee's status

Management and Leadership

- Actively serve on the school's leadership team
- Model all IPS Core Values
- Actively participate in student supervision responsibilities
- Serve as the "acting principal" when the principal is away
- Partner with IPS Home Office to develop operational systems that can be scaled across multiple schools

Knowledge, Skills and Characteristics:

- Acute attention to detail coupled with the ability to think and act strategically
- Ability to analyze data and information quickly
- Communication, management, and problem-solving skills necessary to ensure smooth school operation
- Ability to create, monitor, and maintain systems that enhance organizational efficiency
- Ability to hold others accountable and to high expectations, with high support
- Ability and desire to work in a fast-paced, highly disciplined, but sometimes unpredictable school environment
- Willingness to work autonomously, collaboratively, and/or under the direction of senior staff, as needed
- Maturity, humility, strong work ethic, sense of humor, and roll-up-my-sleeves attitude
- Strong belief in the IPS mission and educational model

Education and Experience:

- Bachelor's degree required; Masters in Business, Public Administration, Education, or related field a plus
- Minimum 2-4 years general management and/or school operations experience

- Previous start-up experience and/or experience in a high-performing school a plus

Compensation:

Compensation is competitive and commensurate with experience. IPS offers a full benefits package and opportunities for professional growth.

Commitment to Diversity:

IPS seeks individuals of all ethnic and racial backgrounds to apply for this position. We are committed to maximizing the diversity of our organization and recruiting a team that reflects the diversity of our student movement.

Equal Employment Opportunity:

Equal employment opportunity and respect in the workplace are fundamental principles at Impact Public Schools (IPS). IPS prohibits and does not tolerate harassment, intimidation, bullying, discriminatory, or retaliatory behavior. All aspects of your employment are based upon your personal capabilities and qualifications, without regard to race, color, religion/creed, sex/gender (including pregnancy and gender identity), sexual orientation or perceived sexual orientation, national origin, alienage or citizenship status, disability, age, military status, marital status, partnership status, status as a victim of domestic violence, genetic predisposition or carrier status, or any other protected class as established by federal, state, or local law. The following employee(s) has been designated to handle questions and complaints of alleged discrimination: Jen Wickens, CEO, 3438 S. 148th St., Tukwila, WA 98186, (206)712-7640, jwickens@impactps.org.

To join our team, please upload a cover letter and resume to careers@impactps.org, explaining in detail your qualifications for the position.



Salary for this position is competitive and commensurate with experience. We also offer a comprehensive benefits plan as well as the opportunity to impact a growing, mission-driven organization that is committed to the success of all students.

Equal Employment Opportunity:

Equal employment opportunity and respect in the workplace are fundamental principles at Impact Public Schools (IPS). IPS prohibits and does not tolerate harassment, intimidation, bullying, discriminatory, or retaliatory behavior. All aspects of your employment are based upon your personal capabilities and qualifications, without regard to race, color, religion/creed, sex/gender (including pregnancy and gender identity), sexual orientation or perceived sexual orientation, national origin, alienage or citizenship status, disability, age, military status, marital status, partnership status, status as a victim of domestic violence, genetic predisposition or carrier status, or any other protected class as established by federal, state, or local law. The following employee(s) has been designated to handle questions and complaints of alleged discrimination: Jen Wickens, CEO, 3438 S. 148th St., Tukwila, WA 98186, (206) 712-7640, jwickens@impactps.org.

Interested in this position? Please visit impactps.org/careers to apply online. You will be asked to submit a resume and cover letter.



IMPACT

PUBLIC SCHOOLS

Impact | Renton

Attachment 13 (Section 14): Governing Documents

Contents:

- Articles of Incorporation
- Proof of Nonprofit Status
- Bylaws
- Board Chair Signed Statement of Assurances (Commission Template)
- Board-Approved Policies

Attachment 13: Governing Documents

In addition to the governing documents below, please see the following sections for additional policies adopted by the IPS Board of Directors:

- **Attachment 4:** Enrollment Policy
- **Attachment 10:** Discipline Policy (including Restraint & Isolation Policy)
- **Attachment 16:** Code of Ethics & Conflict of Interest Policies
- **Attachment 30:** Financial Policies & Procedures

UNITED STATES OF AMERICA

The State of  Washington

Secretary of State

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

CERTIFICATE OF INCORPORATION

to

IMPACT PUBLIC SCHOOLS

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

Date: 10/4/2016

UBI Number: 604-043-956



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



Kim Wyman, Secretary of State

Date Issued: 10/6/2016

ARTICLES OF AMENDMENT
TO THE
ARTICLES OF INCORPORATION
OF
IMPACT PUBLIC SCHOOLS

FILED

OCT 12 2016

WA SECRETARY OF STATE

UBI: 604-043-956

Pursuant to RCW 24.03.170, Impact Public Schools hereby adopts the following Articles of Amendment to its Articles of Incorporation:

1. The name of the corporation is "Impact Public Schools".
2. The Articles of Incorporation of the corporation are deleted in their entirety and replaced with the following articles:

ARTICLE 1. NAME

The name of the corporation is Impact Public Schools.

ARTICLE 2. DURATION

The duration of the corporation shall be perpetual.

ARTICLE 3. PURPOSES AND POWERS

3.1 Purposes

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

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

3.2 Powers

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

3.3 Limitations

3.3.1 Nonprofit Status

The corporation shall not have or issue shares of stock. The corporation is not organized for profit, and no part of its net earnings shall inure to the benefit of any director of the corporation (a "Director") or officer of the corporation, or any private individual, except that the corporation shall be authorized and empowered to pay reasonable compensation to its Directors or officers for services rendered, and to make payments and distributions in furtherance of the purposes of the corporation and subject to the limitations of Sections 3.3.2 and 3.3.3.

3.3.2 Distributions; Dissolution

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

3.3.3 Prohibited Activity

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

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

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

3.4 Powers

In general, and subject to such limitations and conditions as are or may be prescribed by law, by these Articles, or by the Bylaws, the corporation shall have the authority to: (a) engage in any and all such activities as are incidental or conducive to the attainment of the purposes of the corporation

set forth in Section 3.1 of these Articles; and (b) exercise any and all powers authorized or permitted under any laws that are now, or hereafter may be, applicable or available to the corporation.

ARTICLE 4. DIRECTORS

4.1 Number

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

4.2 Initial Director

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

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

ARTICLE 5. MEMBERS

The corporation shall have no members.

ARTICLE 6. LIMITATION OF DIRECTOR LIABILITY

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

ARTICLE 7. INDEMNIFICATION

7.1 Right to Indemnification

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

such Indemnified Person only if the commencement of such Proceeding or part of such Proceeding) by the Indemnified Person was authorized in advance by the Board of Directors.

7.2 Restrictions on Indemnification

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

7.3 Expenses Payable in Advance

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

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

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

7.5 Procedures Exclusive

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

procedures required by Section 23B.08.550 or any successor provision of the Washington Business Corporation Act.

7.6 Nonexclusivity of Rights

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

7.7 Insurance, Contracts and Funding

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

7.8 Indemnification of Employees and Agents of the corporation

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

7.9 Persons Serving Other Entities

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

ARTICLE 8. REGISTERED OFFICE AND REGISTERED AGENT

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

ARTICLE 9. AMENDMENT TO ARTICLES OF INCORPORATION

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

3. The foregoing amendments were approved and adopted by the sole director on October 12, 2016 pursuant to the provisions of RCW 24.03.165(2).

Dated: October 12, 2016

IMPACT PUBLIC SCHOOLS


By: _____
Jennie Wickens, President

RESTATED
ARTICLES OF INCORPORATION
OF
IMPACT PUBLIC SCHOOLS

FILED
OCT 12 2016
WA SECRETARY OF STATE

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

ARTICLE 1. NAME

The name of the corporation is Impact Public Schools.

ARTICLE 2. DURATION

The duration of the corporation shall be perpetual.

ARTICLE 3. PURPOSES AND POWERS

3.1 Purposes

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

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

3.2 Powers

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

3.3 Limitations

3.3.1 Nonprofit Status

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

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

3.3.2 Distributions; Dissolution

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

3.3.3 Prohibited Activity

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

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

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

3.4 Powers

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

ARTICLE 4. DIRECTORS

4.1 Number

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

4.2 Initial Director

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

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

ARTICLE 5. MEMBERS

The corporation shall have no members.

ARTICLE 6. LIMITATION OF DIRECTOR LIABILITY

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

ARTICLE 7. INDEMNIFICATION

7.1 Right to Indemnification

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

7.2 Restrictions on Indemnification

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

7.3 Expenses Payable in Advance

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

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

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

7.5 Procedures Exclusive

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

7.6 Nonexclusivity of Rights

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

7.7 Insurance, Contracts and Funding

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

7.8 Indemnification of Employees and Agents of the corporation

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

7.9 Persons Serving Other Entities

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

ARTICLE 8. REGISTERED OFFICE AND REGISTERED AGENT

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

ARTICLE 9. AMENDMENT TO ARTICLES OF INCORPORATION

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

Dated: October 12, 2016

By:



Jennie Wickens, President



DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

Date of this notice: 10-11-2016

Employer Identification Number:
81-4086218

Form: SS-4

Number of this notice: CP 575 E

IMPACT PUBLIC SCHOOLS
IPS
% JEN WICKENS
[REDACTED]

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 81-4086218. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

When you submitted your application for an EIN, you checked the box indicating you are a non-profit organization. Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, Tax-Exempt Status for Your Organization, has details on the application process, as well as information on returns you may need to file. To apply for recognition of tax-exempt status under Internal Revenue Code Section 501(c)(3), organizations must complete a Form 1023-series application for recognition. All other entities should file Form 1024 if they want to request recognition under Section 501(a).

Nearly all organizations claiming tax-exempt status must file a Form 990-series annual information return (Form 990, 990-EZ, or 990-PF) or notice (Form 990-N) beginning with the year they legally form, even if they have not yet applied for or received recognition of tax-exempt status.

Unless a filing exception applies to you (search www.irs.gov for Annual Exempt Organization Return: Who Must File), you will lose your tax-exempt status if you fail to file a required return or notice for three consecutive years. We start calculating this three-year period from the tax year we assigned the EIN to you. If that first tax year isn't a full twelve months, you're still responsible for submitting a return for that year. If you didn't legally form in the same tax year in which you obtained your EIN, contact us at the phone number or address listed at the top of this letter.

For the most current information on your filing requirements and other important information, visit www.irs.gov/charities.

Impact Public Schools
EIN: 81-4086218

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

DEPARTMENT OF THE TREASURY

Date: JAN 24 2017

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

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

Dear Applicant:

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

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

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

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

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

For important information about your responsibilities as a tax-exempt

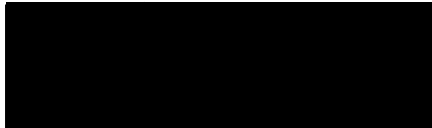
Letter 947

IMPACT PUBLIC SCHOOLS

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

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

Sincerely,



Jeffrey I. Cooper
Director, Exempt Organizations
Rulings and Agreements

FIRST AMENDED AND RESTATED

BYLAWS

OF

IMPACT PUBLIC SCHOOLS

(A Washington Nonprofit Corporation)

Article I

NAME

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

Article II

PRINCIPAL OFFICE OF THE CORPORATION

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

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

Article III

GENERAL AND SPECIFIC PURPOSES; LIMITATIONS; NON-DISCRIMINATORY POLICY

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

The Corporation shall not carry any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the “*Code*”), or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in

(including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Section 2. NON-DISCRIMINATORY POLICY. At no time shall the Corporation discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained guide dog or service animal by persons with a disability. The Corporation shall provide equal access to appropriate programs or activities to the Boy Scouts and other designated youth groups. As required by law to ensure that there is equal opportunity for all students, the Corporation will provide annual notice of the Corporation's discrimination complaint procedures to students, parents, and employees. The Corporation will also conduct annual athletic evaluations and a student athletic interest survey at least once every three (3) years to ensure that equal athletic opportunities are provided for male and female students.

Article IV CONSTRUCTION AND DEFINITIONS

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

Article V DEDICATION OF ASSETS

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

Article VI MEMBERSHIP

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

Article VII BOARD OF DIRECTORS

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

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

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

Section 3. DESIGNATED DIRECTORS. The number of Directors shall be no less than three (3) and no more than thirteen (13), unless changed by amendment to these Bylaws. Directors shall be designated by a majority of the members of the Board.

Section 4. DIRECTORS' TERM. Unless a Director dies, resigns or is removed, the term of each Director will be three (3) years or until his or her successor is elected, whichever is later, or such other term approved by the Board. Directors may serve consecutive terms, subject to Board approval. The Chief Executive Officer, who shall serve as an ex-officio non-voting member of the Board, shall not be subject to the term limits outlined in this Section 4.

Section 5. RESERVED.

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

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

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

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

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

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

Section 12. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings of the Board shall be held at the principal office of the Corporation. Alternatively, the Board may designate that a meeting be held at any place within the State of Washington that has been designated by resolution of the Board or is otherwise stated in the notice of the meeting.

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

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

Section 15. REGULAR MEETINGS. Regular meetings of the Board shall be held on such dates and at such times as shall be determined from time to time by resolution of the Board. If at any time any regular meeting falls on a holiday, such regular meeting shall be held on the next business day. At least twenty-four (24) hours before a regular meeting, the Board or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session unless the Corporation is not required to post a special meeting notice on its web site if it (i) does not have a web site; or (ii) employs fewer than ten (10) full-time equivalent employees. The meeting agenda shall specify the time and location for the regular meeting and shall be posted in a location that is freely accessible to members of the public, or on the Corporation's internet web site, if the Corporation has a web site, and at the site of each charter school operated by the Corporation. The agenda shall include information regarding how, to whom, and when a request for disability-related modification or accommodation, including auxiliary aids or services may be made by a person with a disability who requires modification or accommodation in order to participate in the public meeting. The agenda shall provide an opportunity for members of the public to directly address the Board on any item of interest to the public before or during the Board's consideration of the item. Except as otherwise permitted by the Open Public Meetings Act, no action or discussion shall be undertaken on any item not appearing on the posted agenda.

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

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

- (a) A Director submits a written waiver of notice with the Secretary at or prior to the time the meeting convenes. A written waiver may be given by fax, or electronic mail; or
 - (b) A Director is actually present at the time the meeting convenes, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened and the Director voices such objection at the meeting.
- (2) Notice of a special meeting called under this Section 16 shall be:
- (a) Delivered to each local newspaper of general circulation and local radio or television station that has on file with the Board a written request to be notified of such special meeting or of all special meetings;
 - (b) Posted on the Corporation's web site. The Corporation is not required to post a special meeting notice on its web site if it (i) does not have a web site; (ii) employs fewer than ten (10) full-time equivalent employees; or (iii) does not employ personnel whose duty, as defined by a job description or existing contract, is to maintain or update the web site; and
 - (c) Prominently displayed at the main entrance of the Corporation's principal location and the meeting site if it is not held at the Corporation's principal location.

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

- (3) The call and notices required under subsections (1) and (2) of this Section 16 shall specify the time and place of the special meeting and the business to be transacted. The Board shall not take final action on any matter other than those outlined in the notices issued pursuant to the preceding Sub-Sections 1 and 2 of this Section 16.
- (4) The notices provided in this Section 16 may be dispensed with in the event a special meeting is called to deal with an emergency involving injury or damage to persons or property or the likelihood of such injury or damage, when time requirements of such notice would make notice impractical and increase the likelihood of such injury or damage.

Section 17. EMERGENCY MEETINGS. In the event of an emergency, as provided by RCW 42.30.070, and there is a need for expedited action by the Board to meet the emergency,

the President may provide for a meeting site other than the regular meeting site and the notice requirements of RCW 42.30 shall be suspended during such emergency.

Section 18. QUORUM. A majority of the Directors then in office shall constitute a quorum. The Chief Executive Officer, as an ex-officio non-voting member of the Board, will not be counted towards the establishment of a quorum. In the event the Board consists of less than three (3) Directors, the presence of any remaining Director(s) shall constitute a quorum for the purposes of designating additional Directors, even though such number of Directors shall be below the requirement number of Directors as fixed pursuant to these Bylaws. All acts or decisions of the Board will be by majority vote of a quorum unless otherwise required by these Bylaws or the Washington Nonprofit Corporation Act. Should there be less than a majority of the Directors appointed pursuant to these Bylaws present at any meeting, the meeting shall be adjourned except as otherwise provided herein. Directors may not vote by proxy.

Section 19. TELECONFERENCE MEETINGS. Directors may participate in a meeting of the Board by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other at the same time and participation by such means will constitute presence in person at a meeting, so long as all of the Open Public Meetings Act requirements are also satisfied.

Section 20. DISTURBANCE OF MEETINGS. In the event that any meeting is interrupted by a group or groups of persons so as to render the orderly conduct of such meeting unfeasible and order cannot be restored by the removal of individuals who are interrupting the meeting, the members of the Board conducting the meeting may order the meeting room cleared and continue in session or may adjourn the meeting and reconvene at another location selected by the Board. In such a session, final disposition may be taken only on matters appearing on the agenda. Representatives of the press or other news media, except those participating in the disturbance, shall be allowed to attend any session held pursuant to this Section 20. Nothing in this Section 20 shall prohibit the Board from establishing a procedure for readmitting to the meeting an individual or individuals not responsible for disturbing the orderly conduct of said meeting.

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

the hour at which the adjourned meeting is to be held, it shall be held at the hour specified for regular meetings by resolution.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors shall not receive compensation for their services as Directors or officers, but by resolution of the Board, Directors may receive reimbursement for reasonable expenditures incurred on behalf of the Corporation to the extent allowed by applicable expense reimbursement policy of the Corporation. Nothing herein contained shall be construed to preclude any director from serving the Corporation in any other capacity and receiving reasonable compensation for such services, provided that any compensation arrangement shall be approved in accordance with the Corporation's Conflict of Interest Policy, as may be amended.

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

- a. Take any final action on any matter that, under the Washington Nonprofit Corporation Act, also requires approval of the Board;
- b. Fill vacancies on the Board or any committee of the Board;
- c. Fix compensation of the Directors for serving on the Board or on any committee;
- d. Amend or repeal the Articles or adopt new articles of incorporation;
- e. Amend or repeal these Bylaws or adopt new bylaws;
- f. Amend or repeal any resolution of the Board that by its express terms is not so amendable or subject to repeal;
- g. Create any other committees of the Board or appoint the members of committees of the Board;
- h. Adopt a plan of merger or consolidation of the Corporation with any other entity;
- i. Authorize the sale, lease, or exchange of all or substantially all the property and assets of the Corporation not in the ordinary course of business;
- j. Authorize the voluntary dissolution of the Corporation or revoke proceedings therefore;

- k. Adopt a plan for the distribution of the assets of the Corporation;
- l. Expend corporate funds to support a nominee for Director if more people have been nominated for Director than can be elected; or
- m. Approve any contract or transaction to which the Corporation is a party and in which one or more of its Directors has a material financial interest.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board shall be governed by, held, and taken under the provisions of these Bylaws concerning meetings, other Board actions, and the Open Public Meetings Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board resolution or, if the Board does not so establish, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the Corporation's records. The Board may adopt rules for the governance of any committee as long as the rules are consistent with the Washington Nonprofit Corporation Act and these Bylaws. If the Board has not adopted such committee governance rules, the committee may do so, subject to subsequent amendment by the Board.

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

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

Article VIII

OFFICERS OF THE CORPORATION

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

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

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

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

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

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

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these Bylaws for normal appointment to that office, provided, however, that vacancies may be filled on an interim basis.

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

Section 9. CHIEF EXECUTIVE OFFICER. The Board may appoint a Chief Executive Officer of the Corporation. If appointed, the Chief Executive Officer shall be an ex officio, non-voting member of the Board and will be responsible for implementing the policies and goals of the Corporation as stated by the Board and will have general supervisory responsibility and authority over the affairs of the corporation, subject to the Board's authority. In the absence of the President or to the extent requested by the President, the Chief Executive Officer shall preside over meetings of the Board. In addition, the Chief Executive Officer may, in his or her sole discretion, facilitate, lead, or and otherwise guide discussions that occur during Board meetings. The Chief Executive Officer may sign deeds, mortgages, bonds, contracts or other instruments, except when the signing and execution thereof have been expressly delegated by the Board or by these Bylaws to some other officer or agent of the corporation or are required by law to be otherwise signed or executed by some other officer or in some other manner.

The Chief Executive Officer may, in his or her sole discretion and solely in furtherance of the Corporation's purposes, form subsidiary entities of the Corporation. The Chief Executive Office shall have authority to act on behalf of the Corporation as the Corporation's equity holder representative in all Corporation subsidiaries. As representative of the Corporation, the Chief Executive Officer shall be authorized to manage, or delegate management of, any subsidiary of the Corporation. Such subsidiary management rights may include signing deeds, mortgages, bonds, contracts, or other instruments, unless such management rights are delegated to another officer or otherwise restricted by the Board. The

Chief Executive Officer shall have such other powers and perform all duties as the Board, his or her employment contract, job specification, or these Bylaws may require.

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

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

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

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

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

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

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

Article IX CONTRACTS WITH DIRECTORS AND OFFICERS

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

Article X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee, such as executives and other key decision-making employees, directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's non-Director designated employees are directors or officers or have a material financial interest) unless all of the requirements in the Corporation's Conflict of Interest Policy, as amended, have been fulfilled.

Article XI LOANS

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

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

Article XII INDEMNIFICATION

Section 1. **RIGHT TO INDEMNIFICATION.** The Corporation shall indemnify and hold harmless, to the fullest extent permitted by applicable law as it presently exists or may hereafter be amended, any person who was or is made or is threatened to be made a party or is otherwise involved in any action, suit or proceeding, whether civil, criminal, administrative or investigative (a "***Proceeding***"), by reason of the fact that such person, or a person for whom such person is the legal representative, is or was a Director or officer of the Corporation or, while a Director or officer of the Corporation, is or was serving at the request of the Corporation as a director, officer, partner, trustee, employee or agent of another corporation, or of a foundation, partnership, joint venture, limited liability company, trust, enterprise or other nonprofit entity,

including service with respect to employee benefit plans (each such other entity, “**Another Enterprise**”) (such person, an “**Indemnified Person**”), against all liability and loss suffered and expenses (including attorneys' fees) actually and reasonably incurred by such Indemnified Person in connection with such Proceeding. Notwithstanding the preceding sentence, except as otherwise provided in Article XII, Section 4, of these Bylaws, the Corporation shall be required to indemnify an Indemnified Person in connection with Proceeding, or part of such Proceeding, commenced by such Indemnified Person only if the commencement of such Proceeding, or part of such Proceeding, by the Indemnified Person was authorized in advance by the Board.

Section 2. RESTRICTION ON INDEMNIFICATION. The Corporation may not indemnify any Indemnified Person for: (a) acts or omissions of the Indemnified Person finally adjudged to be intentional misconduct or a knowing violation of law; (b) conduct of the Indemnified Person finally adjudged to be in violation of violation of RCW 24.03.043 in reference to RCW 23B.17.030, et al; or (c) any transaction with respect to which it was finally adjudged that such Indemnified Person personally received a benefit in money, property or services to which the Indemnified Person was not legally entitled or if the Corporation is otherwise prohibited by applicable law from paying such indemnification; provided, however, that if RCW 24.03.043 or, as applicable, referenced statutes or any successor provision of the Washington Nonprofit Corporation Act or Washington Business Corporation Act, as applicable, is hereafter amended, the restrictions on indemnification set forth in this Section 2 of this Article XII shall be as set forth in such amended statutory provision.

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

Section 4. WRITTEN STATEMENT REQUIRED AND RIGHT OF INDEMNIFIED PERSON TO BRING SUIT. An Indemnified Person seeking indemnification pursuant to Section 1 of this Article XII or Advanced Expenses pursuant to Section 3 of this Article XII must first submit to the Board a sworn written statement requesting indemnification or Advanced Expenses, as the case may be, and reasonable evidence of all such amounts requested by such Indemnified Person (such statement, a “**Claim**”). If (a) a Claim pursuant to Section 1 of this Article XII is not paid in full by the Corporation within sixty (60) days after such Claim has been received by the Corporation, or (b) a Claim pursuant to Section 3 of this Article XII is not paid in full by the Corporation within thirty (30) days after such Claim has been received by the Corporation, then the Indemnified Person may at any time after the expiration of the applicable period bring suit against the Corporation to recover the unpaid

amount of such Claim. If an Indemnified Person succeeds in whole or in part in any such suit or in a suit brought by the Corporation to recover Advanced Expenses pursuant to the terms of an undertaking, then such Indemnified Person is also entitled to receive reimbursement from the Corporation for the expense of prosecuting or defending such suit. The Indemnified Person shall be presumed to be entitled to indemnification under this Article XII upon proper submission of a Claim (and, in an action brought to enforce a Claim for Advance Expenses, where the required undertaking has been delivered to the Corporation), and, thereafter, the Corporation shall have the burden of proof to overcome the presumption that the Indemnified Person is so entitled.

Section 5. **PROCEDURES EXCLUSIVE.** Pursuant to RCW 24.03.043 of the Washington Nonprofit Corporation Act in reference to RCW 23B.17.030 or any successor provision of the Washington Business Corporation Act, the procedures for indemnification and Advanced Expenses set forth in this Article XII are in lieu of the procedures required by RCW 24.03.043 of the Washington Nonprofit Corporation Act in reference to RCW 23B.17.030 or any successor provision of the Washington Business Corporation Act.

Section 6. **NONEXCLUSIVITY OF RIGHTS.** The right to indemnification and Advanced Expenses conferred by this Article XII shall not be exclusive of any other right that any person may have or hereafter acquire under any statute, provision of the Articles, these Bylaws, by general or specific action of the Board, by contract or, otherwise.

Article XIII INSURANCE

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

Article XIV MAINTENANCE OF CORPORATE RECORDS

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

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

Article XV INSPECTION RIGHTS

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

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

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES OF INCORPORATION AND BYLAWS.** This Corporation shall keep at its principal office the original or a copy of the Articles of Incorporation and Bylaws, as amended to the current date, which shall be open to inspection by the Directors at all reasonable times during office hours. If the Corporation has no principal office, the Secretary shall, on the written request of any Director, furnish to that Director a copy of the Articles and Bylaws, as amended to the current date.

Article XVI REQUIRED REPORTS

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

- a. The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these Bylaws; and

- f. An independent accountant's report or, if none, the certification by an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

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

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

Article XVII BYLAWS

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

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

Article XVIII ADMINISTRATIVE AND FINANCIAL PROVISIONS

Section 1. FISCAL YEAR OF THE CORPORATION. Unless a different accounting year is at any time selected by the Board, the accounting year of the corporation shall be the twelve (12) month period from September 1 to August 31.

Section 2. RULES OF PROCEDURE. The rules of procedure at meetings of the Board and Board committees shall be rules contained in Roberts' Rules of Order on Parliamentary Procedure, Newly Revised, so far as applicable and when no inconsistent with these Bylaws, the Articles or any resolution of the Board.

Section 3. CHECKS, DRAFTS, ETC. All Checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the

Corporation shall be signed by such officer or officers, or agent or agents, of the Corporation and in such manner as is from time to time determined by resolution of the Board.

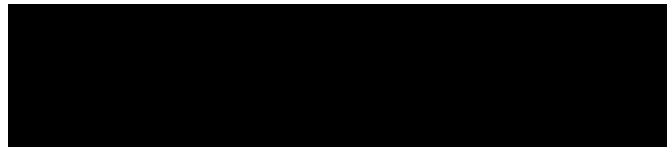
Section 4. DEPOSITS. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

IMPACT PUBLIC SCHOOLS

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Impact Public Schools, a Washington nonprofit corporation; that these First Amended and Restated Bylaws were read, approved, and duly adopted by the Board of Impact Public Schools on 4/27, 2018, superseding the previously adopted Bylaws adopted by the Board on October 12, 2016; that these Bylaws have not been amended or modified since 4/27, 2018; and I am, as Secretary, empowered to authenticate such First Amended and Restated Bylaws by my signature below.

Executed on 4/27, 2018 at Seattle, Washington.

A large black rectangular box redacting the signature of the Secretary.

_____, Secretary

RESOLUTIONS OF THE BOARD OF DIRECTORS

OF

IMPACT PUBLIC SCHOOLS

These Resolutions of the Board of Directors sets forth the actions approved as of 4/27, 2018 by the directors (the "**Board**") of Impact Public Schools, a Washington nonprofit corporation (the "**Corporation**").

WHEREAS, the Board has determined that it is in the best interest of the Corporation to amend the Bylaws of the Corporation (the "**Bylaws**"), appoint the president of 3400 S 148th Street LLC, a Washington limited liability company (the "**Limited Liability Company**") and delegate certain authority to officers of the Corporation and of the Limited Liability Company.

THEREFORE, BE IT:

Amendment and Restatement of Bylaws

RESOLVED, that the First Amended and Restated Bylaws in the form presented to the Board (the "**Amended Bylaws**") are adopted as the bylaws of the Corporation.

Authority to Contract as Sole Member and Manager

RESOLVED, that the chief executive officer of the Corporation (the "**IPS CEO**"), shall have the authority to approve, sign, and execute, on behalf of the Corporation, all obligations, including agreements, contracts, leases, and other commitments of the Limited Liability Company as representative of the sole member and manager of the Limited Liability Company.

Appointment of Officer of Limited Liability Company

RESOLVED, that the following individual is appointed to the following office of the Limited Liability Company:

<u>Name</u>	<u>Office</u>
Noah Wepman	President

Authority to Contract on Behalf of Limited Liability Company

RESOLVED, that the Limited Liability Company President, and any officer authorized by the Limited Liability Company President, shall have authority to approve, sign, or execute, on behalf of the Limited Liability Company, all obligations, including agreements, contracts, leases and commitments of the Limited Liability Company.

General Ratification

RESOLVED, that all prior acts taken by the IPS CEO and the Limited Liability Company President on behalf of the Corporation are approved, ratified, and confirmed, provided that

the acts are not inconsistent with the Bylaws, the Washington Nonprofit Corporation Act, or any other applicable law.

General Authority

RESOLVED, that each of the IPS CEO and the Limited Liability Company President, and any officer authorized by the IPS CEO and the Limited Liability Company President is authorized to sign and deliver all documents and to take or cause to be taken all other acts on behalf of the Corporation that the IPS CEO and the Limited Liability Company President or any officer authorized by the IPS CEO and the Limited Liability Company President deems necessary and appropriate to effect and carry out the intent of the above resolutions.

RESOLVED, that all acts previously taken by the IPS CEO and the Limited Liability Company President on behalf of the Corporation to effect and carry out the intent of the above resolutions are approved, ratified, and confirmed, provided the acts are not inconsistent with the Corporation's articles of incorporation or Bylaws, the Washington Nonprofit Corporation Act, or any other applicable law.

[Secretary's Certificate Follows]

IMPACT PUBLIC SCHOOLS
SECRETARY'S CERTIFICATE

I HEREBY CERTIFY that I am the duly elected and acting Secretary and keeper of the records of Impact Public Schools, a Washington nonprofit corporation; that the aforementioned is a true and correct copy of resolutions duly adopted by the board of directors of Impact Public Schools at a duly noticed and called board of directors meeting on 4/27, 2018 (collectively, the "**Resolutions**"); that the Resolutions have not been in any way altered, amended or repealed, and are in full force and effect, unrevoked and unrescinded, as of this day, and have been entered upon the minute book of Impact Public Schools, as of the aforementioned date.



Secretary

Date: 4/27, 2018

Print Name: Patrick Mathan

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 **Impact | Renton** 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.

Impact | Renton
NAME OF SCHOOL



SIGNATURE OF DULY AUTHORIZED REPRESENTATIVE

1/31/20
DATE

Sara Morris
NAME OF DULY AUTHORIZED REPRESENTATIVE



Transitional Bilingual Instruction Program (TBIP) Policies & Procedures

2019-20

The following procedures are instituted for purposes of implementing a Transitional Bilingual Instruction Program.

A Transitional Bilingual Instruction Program, as defined by state law, means a system of instruction which uses two languages, one of which is English, to build upon and expand language skills to enable the student to achieve competency in English. In those cases where the use of two languages is not practicable, appropriate instruction for English learners may be provided primarily in English.

Impact Public Schools will provide English learners appropriate core academic instruction in addition to language instruction. Impact Public Schools' Transitional Bilingual Instruction Program is intended to supplement core academic instruction.

Program Application and Description

Annually, Impact Public Schools will submit an application to the Office of Superintendent of Public Instruction requesting funding to support its Transitional Bilingual Instruction Program. In its application, Impact Public Schools will provide a description of its research-based program models including staffing and implementation strategies.

Eligibility

At the time of registration, the parents/guardians of each student will be asked to complete a home language survey which identifies the child's primary language. Students that indicate on the home language survey a primary language other

than English will be assessed within ten school days of enrollment and attendance using the state-approved language proficiency test to determine eligibility for the Transitional Bilingual Instruction Program. Any student who scores at an “emerging” or “progressing” level will be eligible for the program. Students who score at a “proficient” level are not eligible for the program. Staff will determine the appropriate instructional program for each eligible student.

If a transfer student has previously been identified as an English learner in Washington and has not yet scored at a “proficient” level, the student will be served in Impact Public Schools’ Transitional Bilingual Instruction Program based on the last score the student received in the sending district.

Parent/Guardian Notification

Parents/guardians will be notified, in writing, of their child’s initial eligibility and notified annually of their child’s continuing eligibility for the Transitional Bilingual Instruction Program. At a minimum the parent/guardian notification will contain:

1. How the child’s eligibility was determined and the child’s current level of English proficiency;
2. A description of the Impact Public Schools’ program and how it will meet the child’s educational needs;
3. The method of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language instruction;
4. How the program in which their child is or will be participating will meet the educational strengths and needs of their child;
5. How the program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
6. The specific exit requirements for the program, the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; and
7. Information on the parent’s right to decline to enroll their child in such program or to choose another program or method of instruction, if available; and assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

Communication with parents/guardians should be provided, when feasible, in the parents' primary language.

Continued Eligibility/Annual Assessment

Each eligible English language learner, including English learners under a parent waiver, must be assessed annually, using the state-approved language proficiency test to determine continued eligibility. Students remain eligible until they score at a “proficient” level on the annual state-approved language proficiency test. After students have exited an EL program, Impact Public Schools must monitor the academic progress of former English learners for at least two years to ensure that: the students have not been prematurely exited; any academic deficits they incurred as a result of participation in the ELL program have been remedied; and that the students are meaningfully participating in the standard instructional program comparable to their never-EL peers.

Expected Graduation Year

For students, including eligible English learners, who require extended time to meet high school graduation requirements, Impact Public Schools may set an expected graduation year beyond the typical four years of high school or through the school year in which a student turns 21. For an EL program to be reasonably calculated to ensure that EL students attain equal participation in the standard instructional program within a reasonable length of time, if an EL student enters the ninth grade with beginner-level English proficiency, Impact Public Schools should offer EL services that would enable her to earn a regular high-school diploma in four years.

Record Keeping and Documentation

Impact Public Schools will maintain records of eligible students and comply with state reporting requirements. The school will retain the home language survey, parent notification letters, parental waiver (if applicable), and language proficiency test assessment data.

Communication Plan

Impact Public Schools will develop and provide to parents/guardians, Impact Public Schools staff and interested stakeholders a user friendly description of the Transitional Bilingual Instruction Program offered in Impact Public Schools in the stakeholder's home/primary language. The description will include the process for identifying and serving English learners and provide contact information for the Impact Public Schools' transitional bilingual instruction program manager.

Professional Development

Impact Public Schools will provide in-service training for teachers, counselors, and other staff, who are involved in the Impact Public Schools transitional bilingual program. Such training shall include appropriate instructional strategies for children of culturally different backgrounds, use of curriculum materials, and program models.

Report to the Board

Annually, and prior to the board of directors' program approval, the superintendent or designee will report on the status of the Impact Public Schools Transitional Bilingual Instruction Program.



Homeless Students Policies & Procedures

2019-20

About These Policies & Procedures:

The policies and procedures enclosed herein will be used by Impact Public Schools (IPS) and Impact | Puget Sound Elementary (PSE).

The policies and procedures enclosed herein may be changed only with the approval of the Impact Public Schools Board.

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I. Policy - Homeless Students - Enrollment Rights and Services

To the extent practical and as required by law, Impact Public Schools will work with homeless students and their families to provide them with equal access to the same free, appropriate education (including public preschool education) provided to other students. Special attention will be given to ensuring the identification, enrollment, and attendance of homeless students not currently attending school, as well as mitigating educational barriers to their academic success. Additionally, Impact Public Schools will take reasonable steps to ensure that homeless students are not stigmatized or segregated in a separate school or in a separate program within a school on the basis of their homeless status.

Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs, and school nutrition programs.

Homeless students are defined as lacking a fixed, regular, and adequate nighttime residence, including those students who are:

1. Sharing the housing of other persons due to loss of housing or economic hardship, or a similar reason;
2. Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Abandoned in hospitals;
5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodation;
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations, or similar settings; or
7. Migratory children living in conditions described in the previous examples.

The Chief Executive Officer will designate an appropriate staff person to be Impact Public Schools' McKinney-Vento liaison for homeless students and their families. The liaison may simultaneously serve as a coordinator for other federal programs, provided that they are able to carry out the duties listed in the procedure that accompanies this policy.

If Impact Public Schools has identified more than ten unaccompanied youth, meaning youth not in the physical custody of a parent or guardian and including youth living on their own in any of the homeless situations described in the McKinney-Vento Homeless Education Act, the principal of each middle and high school building will establish a point of contact for such youth. The point of contact is

responsible for identifying homeless and unaccompanied youth and connecting them with Impact Public Schools' homeless student liaison. Impact Public Schools' homeless student liaison is responsible for training the building points of contact.

A. Best interest determination

In making a determination as to which school is in the homeless student's best interest to attend, Impact Public Schools will presume that it is in the student's best interest to remain enrolled in their school of origin unless such enrollment is against the wishes of a parent, guardian, or unaccompanied youth.

Attendance options will be made available to homeless families on the same terms as families resident in Impact Public Schools, including attendance rights acquired by living in attendance areas, other student assignment policies, and intra and inter-district choice options.

If there is an enrollment dispute, the student will be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian will be informed of Impact Public Schools' decision and the reasons therefore, (or informed if the student does not qualify for McKinney-Vento, if applicable) and their appeal rights in writing and in a language they can understand. Impact Public Schools' liaison will carry out dispute resolution as provided by state policy. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school will immediately enroll the student, pursuant to district policies. However, enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including academic records, medical records, proof of residency, mailing address or other documentation. Additionally, enrollment may not be denied or delayed due to missed application deadlines, fees, fines, or absences at a previous school.

If the student does not have immediate access to immunization records, the student will be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and Impact Public Schools liaison is directed to assist. Records from the student's previous school will be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, and in compliance with the state's Address Confidentiality Program when necessary. However, Impact Public Schools cannot demand emergency contact information in a form or manner that creates a barrier to enrollment and/or attendance at school.

Homeless students are entitled to transportation to their school of origin or the

school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, Impact Public Schools will coordinate the transportation services necessary for the student, or will divide the costs equally.

Impact Public Schools' liaison for homeless students and their families will coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students where such children and youth receive services under the McKinney-Vento Act, such as schools, family shelters and soup kitchens. The notice must be disseminated in a manner and form that parents, guardians, and unaccompanied youth receiving such services can understand, including, if necessary and to the extent feasible, in their native language. Impact Public Schools' liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students and will participate in professional development and other technical assistance activities, as determined by the state-level (OSPI) coordinator for homeless children and youth programs.

The Chief Executive Officer will:

1. Strongly encourage district staff, including substitute and regular bus drivers to annually review the video posted on the OSPI website on identification of student homelessness;
2. Strongly encourage every district-designated homeless student liaison to attend trainings provided by the state on identification and serving homeless youth. Ensure that Impact Public Schools includes in materials provided to all students at the beginning of the school year or at enrollment, information about services and support for homeless students (i.e., the brochure posted on the OSPI website).
3. Use a variety of communications each year to notify students and families about services and support available to them if they experience homelessness (e.g., distributing and collecting a universal annual housing intake survey, providing parent brochures directly to students and families, announcing the information at school-wide assemblies, posting information on Impact Public Schools' website).

B. Facilitating on-time grade level progression

Impact Public Schools will: 1) waive specific courses required for graduation for students experiencing homelessness if similar coursework has been satisfactorily completed in another school district; or 2) provide reasonable justification for denial

of the waiver. In the event Impact Public Schools denies a waiver and the student would have qualified to graduate from their sending school district, Impact Public Schools will provide an alternative process of obtaining required coursework so that the student may graduate on time.

Impact Public Schools will consolidate partial credit, unresolved, or incomplete coursework and will provide students experiencing homelessness with opportunities to accrue credit in a manner that eliminates academic and nonacademic barriers for the student.

For students who have been unable to complete an academic course and receive full credit due to withdrawal or transfer, Impact Public Schools will grant partial credit for coursework completed before the date of the withdrawal or transfer. When Impact Public Schools receives a transfer student in these circumstances, it will accept the student's partial credits, apply them to the student's academic progress, graduation, or both, and allow the student to earn credits regardless of the student's date of enrollment in Impact Public Schools.

In the event a student is transferring at the beginning of or during their junior or senior year of high school and is ineligible to graduate after all alternatives have been considered, Impact Public Schools will work with the sending district to ensure the awarding of a diploma from the sending district if the student meets the graduation requirements of the sending district.

In the event a student enrolled in three or more school districts as a high school student, has met state requirements, has transferred to Impact Public Schools, but is ineligible to graduate from Impact Public Schools after all alternatives have been considered, Impact Public Schools will waive its local requirements and ensure that the student receives a diploma.

C. Informed consent for healthcare

Informed consent for healthcare on behalf of a student experiencing homelessness may be obtained from a school nurse, school counselor, or homeless student liaison when:

- a. Consent is necessary for non-emergency, outpatient, primary care services, including physical examinations, vision examinations and eyeglasses, dental examinations, hearing examinations and hearing aids, immunizations, treatments for illnesses and conditions, and routine follow-up care customarily provided by a health care provider in an outpatient setting, excluding elective surgeries;
- b. The student meets the definition of a "homeless child or youth" under the federal McKinney-Vento homeless education assistance improvements act of

2001; and

c. The student is not under the supervision or control of a parent, custodian, or legal guardian, and is not in the care and custody of the department of social and health services.

Upon the request by a healthcare facility or a health care provider, a District employee authorized to consent to care must provide to the person rendering care a signed and dated declaration stating under penalty of perjury that the employee is a school nurse, school counselor, or homeless student liaison and that the minor patient meet the requirements of [RCW 7.70.065 \(2\) \(b\)](#) listed above in this policy.

Impact Public Schools and District employee authorized to consent to care under this policy are not subject to administrative sanctions or civil damages resulting from the consent or non-consent for care or payment for care. Any declaration required by a healthcare facility or a health care provider described in the above paragraph must include written notice that Impact Public Schools employee is exempt from administrative sanctions and civil liability resulting from the consent or non-consent for care or payment for care.

D. References

[RCW 28A.225.215](#) Enrollment of children without legal residences

[RCW 28A.320.145](#) Support for homeless students.

[20 U.S.C. 6301](#) et seq. Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act [ESSA]

[42 U.S.C. 11431](#) et seq. McKinney-Vento Homeless Assistance Act

[Chapter 28A.320 RCW](#) Provisions applicable to all districts (new section created by 3SHB 1682, 2016 legislative session)

II. Procedure - Homeless Students - Enrollment Rights and Services

A. Definitions

1. **Homeless children and youths** means individuals who lack a fixed, regular, and adequate nighttime residence. This includes children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; living in motels, parks, or campgrounds; or children or youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a sleeping accommodation by human beings; or children or youth living in cars, abandoned buildings, substandard housing or similar situations; or migratory

children living in circumstances like those described above. “Substandard housing” may be determined by considering factors such as whether the setting in which the child or youth is living lacks water, electricity, or heat; is infested with vermin or mold; lacks a working kitchen or toilet, or presents unreasonable dangers to adults, children, or persons with disabilities. Cities, counties and states have varying housing codes that further define housing deemed substandard by law.

2. **Unaccompanied youth** means a youth not in the physical custody of a parent or guardian and includes youth living on their own in any of the homeless situations described in the McKinney-Vento Homeless Education Act.
3. **School of origin** means the school or preschool that a child or youth attended when permanently housed, or the school in which the child or youth was last enrolled. When a child or youth completes the final grade level served by the school of origin, the school of origin includes the designated receiving school at the next grade level for all feeder schools.
4. **Best interest determination** means that Impact Public Schools must make school placement decisions for homeless students and youths on the basis of their best interest, as determined by student-centered factors including impact of mobility on achievement, education, health, and safety. Priority should be given to the request of the child or the parent/guardian or unaccompanied youth. Placement of siblings should also be considered.
5. **Excess cost of transportation** means the difference between what Impact Public Schools normally spends to transport a student to school and the cost of transporting a homeless student to school. For example, there is no excess cost of transportation if Impact Public Schools provides transportation to a homeless student by a regular bus route. However, if Impact Public Schools provides special transportation to a homeless student (e.g., by private vehicle or transportation company), the entire cost would be considered excess costs of transportation. The additional cost of Impact Public Schools’ re-routing of busses to transport a homeless student can be considered excess cost of transportation. Impact Public Schools may use McKinney-Vento subgrant funds and Title I, Part A funds to defray excess cost of transportation for homeless students.

B. Identification

Impact Public Schools will:

1. Use a housing questionnaire in its enrollment process. The questionnaire will be distributed universally so as to avoid stigmatizing homeless children and youths and their families;
2. Ensure that referral forms used to identify and support homeless students are accessible and easy to use;

3. Include its homeless liaison's contact information on its website;
4. Provide materials for homeless students and parents, if necessary and to the extent feasible, in their native language;
5. As practicable, provide annual guidance for school staff on the definition of homelessness, signs of homelessness, the impact of homelessness on students, and steps to take when a potentially homeless student is identified, including how to connect the student with appropriate housing and support service providers;
6. Develop interagency partnerships to serve homeless families and youths; and
7. Work with the state homelessness coordinator to facilitate services to families and youths made homeless by natural disasters or other catastrophic events.

C. Placement and enrollment

Impact Public Schools will:

1. When deciding placement, presume that allowing the homeless student to remain in their school of origin is in the student's best interest, except when doing so is contrary to the request of the student's parent or guardian or unaccompanied youth;
2. If the parent/guardian contests Impact Public Schools' decision, make a best interest determination based on factors such as the impact of mobility on the student's educational achievement, health, and safety. If the best interest determination is requested by an unaccompanied youth, the process will give priority to the views of the youth;
3. After conducting a best interest determination, provide to the parent/guardian of the student in a timely manner and in a language they can understand, a written explanation of the final decision and the right to appeal the decision (see Dispute Resolution Procedure, below);
4. Pending resolution of disputes that arise over eligibility, school selection, or enrollment, immediately enroll a homeless student in the school in which the parent, guardian, or unaccompanied youth seeks enrollment;
5. Avoid delay or denial of enrollment of homeless students, even if they have missed application or enrollment deadlines during any period of homelessness or are unable to produce records required for enrollment (e.g., previous academic records, immunization records, health records, proof of residency, proof of guardianship, birth certificates);
6. Avoid requirements for student contact information to be in a form or manner that creates a barrier for homeless students;
7. Provide transportation for homeless students to their school or preschool of origin. Once the student has obtained permanent housing, Impact Public Schools will continue to provide such transportation until the end of the academic year. If the homeless student remains in their school of origin but begins living in an area served by district, Impact Public Schools of origin and Impact Public Schools in which the homeless student is living must agree upon a method to apportion the responsibility and costs for the student's transportation to and from their school of origin. If Impact Public Schools

cannot reach agreement, the responsibility and costs for transportation will be shared equally;

8. Continue to provide transportation to their school of origin pending the outcome of enrollment or transportation disputes;
9. Immediately contact the school last attended by the homeless student to obtain relevant academic and other records;

D. District's homeless liaison

Impact Public Schools liaison will ensure that:

1. Homeless children and youths are identified by school personnel and through coordination of activities with other entities and agencies;
2. Homeless children and youths enroll in and have a full and equal opportunity to succeed in school;
3. Homeless families, children and youths receive educational services for which such families, children and youths are eligible, including Head Start and Even Start programs, preschool programs administered by Impact Public Schools, and referrals to health care services, dental services, mental health services, and other appropriate services;
4. Homeless students are identified and provided proper access to free school meals;
5. The parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
6. Public notice of the educational rights of homeless children and youths is disseminated where such children receive services (e.g., schools, family shelters, soup kitchens);
7. Enrollment disputes are mediated in accordance with Paragraph C, Placement and enrollment, above; and
8. The parent or guardian of a homeless child or youth, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin and is assisted in accessing transportation to the school selected;
9. Unaccompanied youths are enrolled in school, have opportunities to meet the same challenging state academic standards as the state establishes for other children and youths, are informed of their status as independent students under section 480 of the [Higher Education Act of 1965](#) (HEA) (20 U.S.C. 1087vv) for federal student aid purposes, and their right to receive verification of this status from the local liaison;
10. Barriers that prevent homeless students from receiving credit for full or partial coursework satisfactorily completed while attending a prior school are identified and removed;
11. Affirm whether homeless students meet the U.S. Department of Housing and Urban Development (HUD) definition of homelessness to qualify them for HUD homeless assistance programs and refer homeless families and students

- to housing and other services;
- 12. Assist parents, guardians, and unaccompanied youth in obtaining immunizations, health screenings, guardianship records, and other documents normally required for enrollment; and
- 13. Assist unaccompanied youths in connecting with needed supports such as housing assistance, health care and other services.

In addition to the duties and responsibilities listed above, Impact Public Schools liaison will work to improve systems to identify homeless students and coordinate with Impact Public Schools' nutrition program to ensure that each homeless student has proper access to free school meals, and that applicable accountability and reporting requirements are satisfied.

Impact Public Schools will inform school personnel, service providers, and advocates working with homeless families of the duties of Impact Public Schools homeless liaison.

E. Dispute Resolution Procedure

Impact Public Schools will ensure that the child/youth attends the school in which they sought enrollment while the dispute process is being carried out.

1. Notification of Appeal Process

If Impact Public Schools seeks to place a homeless child in a school other than the school of origin or the school requested by the parent, the school district will inform the parent or the unaccompanied youth of the right to appeal. Impact Public Schools will provide the parent or unaccompanied youth with written notice including:

- a. An explanation of the child's placement, and contact information for Impact Public Schools and the OSPI homeless liaison, including their roles;
- b. Notification of the parent's right to appeal(s);
- c. Notification of the right to enroll in the school of choice pending resolution of the dispute;
- d. A description of the dispute resolution process including a petition form that can be returned to the school to initiate the process and timelines; and
- e. A summary of the federal legislation governing placement of homeless

students (McKinney-Vento Act).

2. Appeal to the School District Liaison – Level I

If the parent or unaccompanied youth disagrees with Impact Public Schools' placement decision, they may appeal by filing a written request for dispute resolution with the school, Impact Public Schools' homeless liaison or a designee. If submitted to the school, it will be immediately forwarded to the homeless liaison. The request for dispute resolution must be submitted within fifteen business days of receiving notification of Impact Public Schools' placement.

The liaison must log the complaint including a brief description of the situation and reason for the dispute and the date and time of the complaint was filed.

- a. A copy of the complaint must be forwarded to the liaison's supervisor and the Chief Executive Officer;
- b. Within five business days of the receiving the complaint, the liaison must provide the parent or unaccompanied youth with a written decision and notification of the parent's right to appeal;
- c. Impact Public Schools will verify receipt of the Level I decision; and
- d. If the parent or unaccompanied youth wishes to appeal, notification must be provided to Impact Public Schools liaison within ten business days of receipt of the Level I decision. The liaison will provide the parent with an appeals package containing:
 - i. The complaint filed with Impact Public Schools liaison at Level I;
 - ii. The decision rendered at Level I; and
 - iii. Additional information provided by the parent, unaccompanied youth and/or homeless liaison.

3. Appeal to the School Chief Executive Officer – Level II

The parent or unaccompanied youth may appeal Impact Public Schools liaison's decision to the Chief Executive Officer or the Chief Executive Officer's designee using the appeals package provided at Level I.

- a. The Chief Executive Officer will arrange for a personal conference to be held with the parent or unaccompanied youth within five business days of receiving the Level I appeals package;
- b. Within five business days of the conference with the parent or unaccompanied youth the Chief Executive Officer will provide that individual with a written decision with supporting evidence and notification of their right to appeal to the OSPI;
- c. Impact Public Schools will verify receipt of the Level II decision;
- d. A copy of the Chief Executive Officer's decision will be forwarded to Impact Public Schools' homeless liaison; and
- e. If the parent or unaccompanied youth wishes to appeal to the OSPI, notification must be provided to Impact Public Schools homeless liaison within ten business days of receipt of the Level II decision.

4. Appeal to the Office of the Chief Executive Officer of Public Instruction – Level III

- a. Impact Public Schools Chief Executive Officer will forward a copy of the Level II decision and all written documentation to the OSPI homeless liaison within five days of rendering a decision. Impact Public Schools will submit the entire dispute package to the OSPI in one complete package by U.S. mail;
- b. The OSPI's homeless education coordinator or designee, along with the appropriate agency director, and/or agency assistant Chief Executive Officer will make a final decision within fifteen business days of receiving the appeal;
- c. The OSPI's decision will be forwarded to Impact Public Schools' homeless liaison. The liaison will distribute the decision to the parent or unaccompanied youth and the local Chief Executive Officer;
- d. The OSPI's decision will be the final resolution for placement of a homeless child or youth in Impact Public Schools; and
- e. Impact Public Schools will retain the record of all disputes, at each level, related to the placement of homeless children.

F. Inter-district Disputes

If districts are unable to resolve a dispute regarding the placement of a homeless

student, either district may submit a written request to the OSPI seeking resolution.

The OSPI will resolve the dispute within 10 business days of notification of the dispute and inform all interested parties of the decision.

Course Design, Selection and Adoption of Instructional Materials

The Impact Public Schools' board recognizes its responsibility for the improvement and growth of the educational program of the schools. To this end, the course designs shall be evaluated, adapted and developed on a continuing basis. Instructional materials shall be selected to ensure alignment with state learning standards and enable all students to master foundational skills and knowledge to achieve college and career readiness.

Definitions

For the purpose of policy and procedure 2020, the following definitions will apply:

Course Design is the process that includes identifying and sequencing essential content supporting students' skill development towards state learning standards. Course design involves providing appropriate instructional materials, professional development, and support systems for teachers as they implement the course.

Instructional Materials are all materials designed for use by students and their teachers as learning resources to help students to acquire facts, skills, and/or to develop cognitive processes. These instructional materials, used to help students meet state learning standards, may be printed or digital, and may include textbooks, technology-based materials, other educational media, and assessments. They may carry different licensing types from open to all rights reserved. For the purposes of this policy, there are five categories of instructional materials:

Core Instructional Materials are the primary instructional resources for a given course. They are district-approved and provided to all students to help meet learning standards and provide instruction towards course requirements.

Alternative Core Materials are the primary instructional materials for a given course that are used with a subset of students. These materials are intended to replace approved core materials and may be used for specialized course offerings or flexible learning environments.

Intervention Materials are designed to support strategic or intensive intervention for students who are at risk of not meeting established learning standards. Intervention materials are used with students to accelerate progress toward particular learning goals based on systematic assessment, decision-making, and progress monitoring.

Supplemental Materials are used in conjunction with the core instructional materials of a course. These items extend and support instruction. They include, but are not limited to, books, periodicals, visual aids, video, sound recordings, computer software and other digital content.

Temporary Supplemental Materials are those items used in conjunction with the core instructional materials of a course that are of interest or value for a short period of time and are chosen within district-established guidelines. They are not intended to supplant the adopted curriculum nor be used on a regular instructional basis. Examples might include timely articles from relevant, reliable sources, websites, or news broadcasts. The use of temporary supplemental materials for time periods of over one year requires consideration of the material as either part of the core instructional material for a course or supplemental material for the course depending on the nature and scope of the material.

Course Design

The CEO or designee will establish procedures for course design that:

- Provide for the regular review of selected content areas and implementation of any suggested changes.
- Provide for involvement of community representatives and staff members at appropriate times.

Selection and Adoption of Instructional Materials

The primary objective in selecting instructional materials is to implement, enrich and support the educational program of the schools. All instructional materials will be selected in conformance with:

1. Applicable state and federal laws;
2. Goals and/or learning standards of IPS and state; and
3. Procedures established by the instructional materials committee which address the criteria detailed in the corresponding procedure 2020P.

The CEO is responsible for the adoption of all core materials used in IPS.

The CEO , or designee, will establish procedures for core material, alternate core, and intervention material selection and adoption using criteria around evidence-based practices.

The CEO will ensure that a listing of all core instructional materials used within the school curriculum is maintained and is available for public review either in-person or online.

The intent of the board is that the superintendent delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the professional staff of IPS. This includes preparing all student reading lists. Staff will rely on reason and professional judgment in the selection of high quality supplemental materials that align to state learning standards and are appropriate for the instructional program and developmental level and interests of their students.

Course Design, Selection and Adoption of Instructional Materials

The Impact Public Schools' board recognizes its responsibility for the improvement and growth of the educational program of the schools. To this end, the course designs shall be evaluated, adapted and developed on a continuing basis. Instructional materials shall be selected to ensure alignment with state learning standards and enable all students to master foundational skills and knowledge to achieve college and career readiness.

Definitions

For the purpose of policy and procedure 2020, the following definitions will apply:

Course Design is the process that includes identifying and sequencing essential content supporting students' skill development towards state learning standards. Course design involves providing appropriate instructional materials, professional development, and support systems for teachers as they implement the course.

Instructional Materials are all materials designed for use by students and their teachers as learning resources to help students to acquire facts, skills, and/or to develop cognitive processes. These instructional materials, used to help students meet state learning standards, may be printed or digital, and may include textbooks, technology-based materials, other educational media, and assessments. They may carry different licensing types from open to all rights reserved. For the purposes of this policy, there are five categories of instructional materials:

Core Instructional Materials are the primary instructional resources for a given course. They are district-approved and provided to all students to help meet learning standards and provide instruction towards course requirements.

Alternative Core Materials are the primary instructional materials for a given course that are used with a subset of students. These materials are intended to replace approved core materials and may be used for specialized course offerings or flexible learning environments.

Intervention Materials are designed to support strategic or intensive intervention for students who are at risk of not meeting established learning standards. Intervention materials are used with students to accelerate progress toward particular learning goals based on systematic assessment, decision-making, and progress monitoring.

Supplemental Materials are used in conjunction with the core instructional materials of a course. These items extend and support instruction. They include, but are not limited to, books, periodicals, visual aids, video, sound recordings, computer software and other digital content.

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Course Design

The CEO or designee will establish procedures for course design that:

- Provide for the regular review of selected content areas and implementation of any suggested changes.
- Provide for involvement of community representatives and staff members at appropriate times.

Selection and Adoption of Instructional Materials

The primary objective in selecting instructional materials is to implement, enrich and support the educational program of the schools. All instructional materials will be selected in conformance with:

1. Applicable state and federal laws;
2. Goals and/or learning standards of IPS and state; and
3. Procedures established by the instructional materials committee which address the criteria detailed in the corresponding procedure 2020P.

The CEO is responsible for the adoption of all core materials used in IPS.

The CEO , or designee, will establish procedures for core material, alternate core, and intervention material selection and adoption using criteria around evidence-based practices.

The CEO will ensure that a listing of all core instructional materials used within the school curriculum is maintained and is available for public review either in-person or online.

The intent of the board is that the superintendent delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the professional staff of IPS. This includes preparing all student reading lists. Staff will rely on reason and professional judgment in the selection of high quality supplemental materials that align to state learning standards and are appropriate for the instructional program and developmental level and interests of their students.

Drug-Free Schools, Community and Workplace

The Impact Public Schools (IPS) board has an obligation to staff, students and citizens to take reasonable steps to provide a reasonably safe workplace and to provide safety and high quality performance for the students who the staff serve.

For purposes of this policy, the "workplace" is defined to mean the site for the performance of work done, which includes work done in connection with a federal grant. The "workplace" includes any district building or any district property; any district-owned vehicle or any other district-approved vehicle used to transport students to and from school or school activities; and off district property during any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of IPS which could also include work on a federal grant.

Prohibited Behavior

To help maintain a drug-free school, community, and workplace, the following behaviors will not be tolerated:

- A. Reporting to work or the workplace under the influence of alcohol, illegal and/or controlled substances including marijuana (cannabis) and anabolic steroids.
- B. Using, possessing, transmitting alcohol, illegal and/or controlled substances, including marijuana (cannabis) and anabolic steroids, in any amount, in any manner, and at any time in the workplace.
- C. Any staff member convicted of a crime attributable to the use, possession, or sale of illegal and/or controlled substances, including marijuana (cannabis) and anabolic steroids, will be subject to disciplinary action, including termination.
- D. Using district property or the staff member's position within IPS to make or traffic alcohol, illegal and/or controlled substances, including marijuana (cannabis) and anabolic steroids.
- E. Using, possessing or transmitting illegal and/or controlled substances, including marijuana (cannabis) and anabolic steroids.

Notification Requirements

Any staff member who is taking prescribed or over-the-counter medications will be responsible for consulting the prescribing physician and/or pharmacist to ascertain whether the medication may interfere with the safe performance of his/her job. If the use of a medication could compromise the safety of the staff member, other staff members, students or the public, it is the staff member's responsibility to use appropriate personnel procedures (e.g., use leave, request change of duty, or notify his/her supervisor of potential side effects) to avoid unsafe workplace practices. If a staff member notifies his/her supervisor that the use of medication could compromise the safe performance of his/her job, the supervisor, in conjunction with IPS [insert district department/office (e.g. human resources)], then will determine whether the staff member can remain at work and whether any work restrictions will be necessary.

As a condition of employment, each employee will notify his or her supervisor of a conviction under any criminal drug statute violation occurring in the workplace. Such notification will be provided no later than 5 days after such conviction. IPS will inform the federal granting agency within 10 days of such conviction, regardless of the source of the information.

Disciplinary Action

Each employee will be notified of IPS's policy and procedures regarding employee drug activity at work. Any staff member who violates any aspect of this policy will be subject to disciplinary action, which may include termination. As a condition of eligibility for reinstatement, an employee may be required to satisfactorily

complete a drug rehabilitation or treatment program approved by IPS, at the employee's expense. Nothing in this policy will be construed to guarantee reinstatement of any employee who violates this policy, nor does IPS incur any financial obligation for treatment or rehabilitation ordered as a condition of eligibility for reinstatement.

IPS may notify law enforcement agencies regarding a staff member's violation of this policy at IPS's discretion or take other actions as it IPS deems appropriate.

Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 (Section 504) are identified, evaluated and provided with appropriate educational services. Students may be a qualified disabled person under this law even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act.

Section 504 is a civil rights law which protects the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. A child is a "qualified disabled person" under Section 504 if he or she:

- A. Has a physical or mental impairment that substantially limits one or more major life activities (such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, reading, concentrating, thinking, communicating and working), has a record of such an impairment, or is regarded as having such an impairment; and
- B. Is between the ages of 3 to 21 years old.

The CEO or designee will establish procedures to ensure that students who are disabled within the definition of Section 504 are educated in full compliance with the law.

Excused and Unexcused Absences

Excused and Unexcused Absences

Students are expected to attend all assigned classes each day. Upon enrollment and at the beginning of each school year, Impact Public Schools (IPS) shall inform students and their parents/guardians of this expectation, the benefits of regular school attendance, the consequences of truancy, the role and responsibility of IPS in regard to truancy, and resources available to assist the student and their parents and guardians in correcting truancy. IPS will also make this information available online and will take reasonable steps to ensure parents can request and be provided such information in languages in which they are fluent. Parents will be required to date and acknowledge review of this information online or in writing.

Excused Absences

Regular school attendance is necessary for mastery of the educational program provided to students of IPS. At times, students may be appropriately absent from class. School staff will keep a record of absence and tardiness, including a record of excuse statements submitted by a parent/guardian, or in certain cases, students, to document a student's excused absences. The following principles will govern the development and administration of attendance procedures within IPS:

A. The following are valid excuses for absences:

1. Participation in a district or school approved activity or instructional program;
2. Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental or optometry);
3. Family emergency, including, but not limited to, a death or illness in the family;
4. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
5. Court, judicial proceeding or serving on a jury;
6. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
7. State-recognized search and rescue activities consistent with RCW 28A.225.055;
8. Absence directly related to the student's homeless status;
9. Absence resulting from a disciplinary/corrective action. (e.g., short-term or long-term suspension, emergency expulsion); and
10. Principal (or designee) and parent, guardian, or emancipated youth mutually agreed upon approved activity.

The school principal (or designee) has the authority to determine if an absence meets the above criteria for an excused absence.

- A. If an absence is excused, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher; except that in participation-type classes, a student's grade may be affected because of the student's

inability to make up the activities conducted during a class period.

- B. An excused absence will be verified by a parent/guardian or an adult, emancipated or appropriately aged student, or school authority responsible for the absence. If attendance is taken electronically, either for a course conducted online or for students physically within IPS, an absence will default to unexcused until such time as an excused absence may be verified by a parent or other responsible adult. If a student is to be released for health care related to family planning or abortion, the student may require that IPS keep the information confidential. Students thirteen and older have the right to keep information about drug, alcohol or mental health treatment confidential. Students fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.

Unexcused Absences

- A. Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above for an excused absence.
- B. As a means of instilling values of responsibility and personal accountability, a student whose absence is not excused will experience the consequences of his/her absence. A student's grade may be affected if a graded activity or assignment occurs during the period of time when the student is absent.
- C. The school will notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month during the current school year. The notification will include the potential consequences of additional unexcused absences.
- D. A conference with the parent or guardian will be held after three unexcused absences within any month during the current school year. A student may be suspended or expelled for habitual truancy. Prior to suspension or expulsion, the parent will be notified in writing in his/her primary language that the student has unexcused absences. A conference will be scheduled to determine what corrective measures should be taken to ameliorate the cause for the student's absences from school. If the parent does not attend the conference, the conference may be conducted with the student and a school official. However, parent will be notified of the steps IPS has decided to take to eliminate or reduce the student's absences.
- E. Not later than the student's fifth unexcused absence in a month IPS will enter into an agreement with the student and parents that establishes school attendance requirements, refer the student to a community truancy board or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.
- F. If such action is not successful, IPS will file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student or parent and student no later than the seventh unexcused absence within any month during the current school year or upon the tenth unexcused absence during the current school year.
- G. All suspensions and/or expulsions will be reported in writing to the CEO within 24 hours after imposition.

The CEO will enforce IPS's attendance policies and procedures. Because the full knowledge and cooperation of students and parents are necessary for the success of the policies and procedures, procedures will be disseminated broadly and made available to parents and students annually.

Students dependent pursuant to Chapter 13.34, RCW

A school district representative or certificated staff member will review unexpected or excessive absences of a student who has been found dependent under the Juvenile Court Act with that student and adults involved with that student. Adults includes the student's caseworker, educational liaison, attorney if one is appointed, parent or guardians, foster parents and/or the person providing placement for the student. The review will take into consideration the cause of the absences, unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial

issues, and the student's unavoidable appointments that occur during the school day. The representative or staff member must proactively support the student's management of their school work.

Learning Assistance Program

Impact Public Schools (IPS) will implement a learning assistance program designed to enhance educational opportunities for students enrolled in kindergarten through twelfth grade who do not meet state English language arts or mathematics standards by providing supplemental instruction and services to those students.

Selection of Students

Students participating in IPS's learning assistance program will be limited to the following:

- A. Students who score below standard for his or her grade level using multiple measures of performance, which may include the statewide student assessments or other assessments and performance measurement tools administered by the school or district;
- B. Students who are in grades eleven or twelve and are not on track to meet state or local graduation requirements;
- C. Students identified in eighth grade in need of high school transition services, which may continue up through the end of ninth grade; or
- D. Students who are identified by IPS as being significantly at-risk of not being successful in school and to be served under IPS's readiness to learn program.

Best Practices

IPS will use best practices in providing learning assistance program services to participating students. IPS will select practices and strategies in accordance with WAC 392-162-041.

Coordination with Other Programs

IPS may coordinate federal, state, and local programs in order to serve the maximum number of students who are below grade level in basic skills. Students receiving assistance in another special needs program may also be served in the learning assistance program if they meet student eligibility and selection requirements.

Annual Report to OSPI

IPS will submit an annual report to the superintendent of public instruction detailing the following:

- A. The amount of academic growth gained by students participating in the learning assistance program;
- B. The number of students who gain at least one year of academic growth;
- C. The specific practices, activities, and programs used by each school building that received learning assistance funds; and
- D. The number of students served by the learning assistance program during the school year who were able to exit the program because student academic growth resulted in meeting the academic standard for grade level.

Nondiscrimination and Affirmative Action

Nondiscrimination

Impact Public Schools (IPS) will provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion and training. Such equal employment opportunity will be provided without discrimination with respect to race, creed, religion, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation including gender expression or identity, marital status, the presence of any sensory, mental or physical disability or the use of a trained dog guide or service animal by a person with a disability.

The board will designate a staff member to serve as the compliance officer.

Affirmative Action

IPS, as a recipient of public funds, is committed to undertake affirmative action which will make effective equal employment opportunities for staff and applicants for employment. Such affirmative action will include a review of programs, the setting of goals and the implementation of corrective employment procedures to increase the ratio of aged, persons with disabilities, ethnic minorities, women, and Vietnam veterans who are under-represented in the job classifications in relationship to the availability of such persons having requisite qualifications. Affirmative action plans may not include hiring or employment preferences based on gender or race, including color, ethnicity or national origin. Such affirmative action will also include recruitment, selection, training, education and other programs.

The CEO will develop an affirmative action plan which specifies the personnel procedures to be followed by the staff of IPS and will ensure that no such procedures discriminate against any individual. Reasonable steps will be taken to promote employment opportunities of those classes that are recognized as protected groups — aged, persons with disabilities, ethnic minorities and women and Vietnam veterans, although under state law, racial minorities, and women may not be treated preferentially in public employment.

This policy, as well as the affirmative action plan, regulations and procedures developed according to it, will be disseminated widely to staff in all classifications and to all interested patrons and organizations. Progress toward the goals established under this policy will be reported annually to the board.

Employment of Persons with Disabilities

In order to fulfill its commitment of nondiscrimination to those with disabilities, the following conditions will prevail:

- A. No qualified person with disabilities will, solely by reason of a disability, be subjected to discrimination and IPS will not limit, segregate or classify any applicants for employment or any staff member in any way that adversely affects his/her opportunities or status because of a disability. This prohibition applies to all aspects of employment from recruitment to promotions, and includes fringe benefits and other elements of compensation.
- B. IPS will make reasonable accommodation to the known physical or mental limitations of an otherwise qualified disabled applicant or staff member unless it is clear that an accommodation would impose an undue hardship on the operation of IPS program. Such reasonable accommodations may include:
 - 1. Making facilities used by staff readily accessible and usable by persons with disabilities; and
 - 2. Job restructuring, part-time or modified work schedules, acquisition or modification of equipment or devices, the provision of readers or interpreters and other similar actions.

In determining whether or not accommodation would impose an undue hardship on IPS, factors to be considered include the nature and cost of the accommodation.

- C. IPS will not use any employment tests or criteria that screen out persons with disabilities unless the test or criteria is clearly and specifically job-related. Also, IPS will not use such tests or criteria if alternative tests or criteria (that do not screen out persons with disabilities) are available.
- D. While IPS may not make pre-employment inquiry as to whether an applicant has a disability or as to the nature and severity of any such disability, it may inquire into an applicant's ability to perform job-related functions.
- E. Any staff member who believes that there has been a violation of this policy or the law prohibiting discrimination because of a disability may initiate a grievance through the procedures for staff complaints.

Nondiscrimination for Military Service

IPS will not discriminate against any person who is a member of, applies to be a member or performs, has performed, applies to perform or has an obligation to perform service in a uniformed service, on the basis of that participation in a uniformed service. This includes initial employment, retention in employment, promotion or any benefit of employment. IPS will also not discriminate against any person who has participated in the enforcement of these rights under state or federal law.

Nondiscrimination and Affirmative Action

Nondiscrimination

Impact Public Schools (IPS) will provide equal employment opportunity and treatment for all applicants and faculty in recruitment, hiring, retention, assignment, transfer, promotion and training. Such equal employment opportunity will be provided without discrimination with respect to race, creed, religion, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation including gender expression or identity, marital status, the presence of any sensory, mental or physical disability or the use of a trained dog guide or service animal by a person with a disability.

The board will designate a faculty member to serve as the compliance officer.

Affirmative Action

IPS, as a recipient of public funds, is committed to undertake affirmative action which will make effective equal employment opportunities for faculty and applicants for employment. Such affirmative action will include a review of programs, the setting of goals and the implementation of corrective employment procedures to increase the ratio of aged, persons with disabilities, ethnic minorities, women, and Vietnam veterans who are under-represented in the job classifications in relationship to the availability of such persons having requisite qualifications. Affirmative action plans may not include hiring or employment preferences based on gender or race, including color, ethnicity or national origin. Such affirmative action will also include recruitment, selection, training, education and other programs.

The CEO will develop an affirmative action plan which specifies the personnel procedures to be followed by the faculty of IPS and will ensure that no such procedures discriminate against any individual. Reasonable steps will be taken to promote employment opportunities of those classes that are recognized as protected groups — aged, persons with disabilities, ethnic minorities and women and Vietnam veterans, although under state law, racial minorities, and women may not be treated preferentially in public employment.

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- A. No qualified person with disabilities will, solely by reason of a disability, be subjected to discrimination and IPS will not limit, segregate or classify any applicants for employment or any faculty member in any way that adversely affects his/her opportunities or status because of a disability. This prohibition applies to all aspects of employment from recruitment to promotions, and includes fringe benefits and other elements of compensation.
- B. IPS will make reasonable accommodation to the known physical or mental limitations of an otherwise qualified disabled applicant or faculty member unless it is clear that an accommodation would impose an undue hardship on the operation of IPS program. Such reasonable accommodations may include:
 - 1. Making facilities used by faculty readily accessible and usable by persons with disabilities; and
 - 2. Job restructuring, part-time or modified work schedules, acquisition or modification of equipment or devices, the provision of readers or interpreters and other similar actions.

In determining whether or not accommodation would impose an undue hardship on IPS, factors to be considered include the nature and cost of the accommodation.

- C. IPS will not use any employment tests or criteria that screen out persons with disabilities unless the test or criteria is clearly and specifically job-related. Also, IPS will not use such tests or criteria if alternative tests or criteria (that do not screen out persons with disabilities) are available.
- D. While IPS may not make pre-employment inquiry as to whether an applicant has a disability or as to the nature and severity of any such disability, it may inquire into an applicant's ability to perform job-related functions.
- E. Any faculty member who believes that there has been a violation of this policy or the law prohibiting discrimination because of a disability may initiate a grievance through the procedures for faculty complaints.

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IPS will not discriminate against any person who is a member of, applies to be a member or performs, has performed, applies to perform or has an obligation to perform service in a uniformed service, on the basis of that participation in a uniformed service. This includes initial employment, retention in employment, promotion or any benefit of employment. IPS will also not discriminate against any person who has participated in the enforcement of these rights under state or federal law.

Nondiscrimination

The Impact Public Schools will provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without discrimination based on race, religion, creed, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation, gender expression or identity, marital status, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability. The Impact Public Schools will provide equal access to school facilities to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. Impact Public Schools programs will be free from sexual harassment. Auxiliary aids and services will be provided upon request to individuals with disabilities.

Conduct against any student that is based on one of the categories listed above that is sufficiently severe, persistent or pervasive as to limit or deny the student's ability to participate in or benefit from the Impact Public Schools' course offerings; educational programming or any activity will not be tolerated. When a Impact Public Schools employee knows, or reasonably should know, that such discriminatory harassment is occurring or has occurred, the Impact Public Schools will take prompt and effective steps reasonably calculated to end the harassment, prevent its recurrence and remedy its effects.

The Impact Public Schools' nondiscrimination statement will be included in all written announcements, notices, recruitment materials, employment applications, and other publications made available to all students, parents, or employees. The statement will include: 1) notice that the Impact Public Schools will not discriminate in any programs or activities on the basis of any of the above-listed categories; 2) the name and contact information of the Impact Public Schools' compliance officer designated to ensure compliance with this policy; and 3) the names and contact information of the Impact Public Schools' Section 504 and Title IX compliance officers.

The Impact Public Schools will annually publish notice reasonably calculated to inform students, students' parents/guardians (in a language that they can understand, which may require language assistance), and employees of the Impact Public Schools' discrimination complaint procedure.

The superintendent will designate a staff member to serve as the compliance officer for this policy. The compliance officer will be responsible for investigating any discrimination complaints communicated to the Impact Public Schools.

The Impact Public Schools will provide training to administrators and certificated and classroom personnel regarding their responsibilities under this policy and to raise awareness of and eliminate bias and discrimination based on the protected classes identified in this policy.

Cross References:	2020 - Course Design, Selection and Adoption of Instructional Materials
	2030 - Service Animals in Schools
	2140 - Guidance and Counseling
	2150 - Co-Curricular Program
	2151 - Interscholastic Activities
	3211 - Transgender Students
	4217 - Effective Communication
	4260 - Use of School Facilities

Legal References:

Chapter 28A.640 RCW Sexual equality
Chapter 28A.642 RCW Discrimination prohibition
Chapter 49.60 RCW Discrimination — Human rights
commission
WAC 392-190-020 Training—Staff responsibilities—Bias
awareness
WAC 392-190-060 Compliance – School Impact Public
Schools designation of responsible employee - Notification
WAC 392-400-215 Student rights
20 U.S.C. 7905 Boy Scouts of American Equal Access Act
42 U.S.C. 12101-12213 Americans with Disabilities Act

Highly Capable Programs

In order to develop the special abilities of each student, Impact Public Schools (IPS) will offer a highly capable program which provides kindergarten through twelfth grade students selected for the program access to basic education programs that accelerates learning and enhances instruction. The framework for such programs will encompass, but not be limited to, the following objectives:

- A. Expansion of academic attainments and intellectual skills;
- B. Stimulation of intellectual curiosity, independence and responsibility;
- C. Development of a positive attitude toward self and others; and
- D. Development of originality and creativity.

The board will annually approve IPS's highly capable plan including: the number of students IPS expects to serve by grade level; IPS's plan to identify students; a description of the highly capable program goals; a description of the services the program will offer; an instructional program description; a description of ongoing professional development for highly capable program and general education staff; program evaluation and fiscal report; and assurances that IPS is legally compliant.

The CEO will establish procedures consistent with state guidelines for nomination, assessment and selection of children of demonstrated achievement or potential ability in terms of general intellectual ability, academic aptitude and creative or productive thinking.



Highly Capable Program Plan

School Name	Impact Puget Sound Elementary
School Year	2019-20
Number of students expected to be served by grade level	<ul style="list-style-type: none"> • K: 16 • 1: 52 • 2: 26
Plan to identify students, including how school will prioritize equitable identification of low-income students	<ul style="list-style-type: none"> • Referral process: Teachers, other staff, parents, students, and members of the community may complete and submit a nomination form to refer a student for the Highly Capable Program. • Multidisciplinary Selection Committee: <ul style="list-style-type: none"> ◦ Chief Academic Officer (has training to interpret cognitive and achievement test results and has responsibility for program oversight) ◦ Principal (has training to interpret cognitive and achievement test results and has responsibility for program oversight), ◦ Teacher with knowledge in education of highly capable students • Screening & Assessment process: To ensure that all students, including low-income students, have an equitable opportunity to be identified, assessments are administered to all students, regardless of whether or not they have been nominated. The assessments to be used this year are NWEA MAP and Fountas & Pinnell Leveled Literacy Assessment. • Selection system: To ensure that all students have an equitable opportunity to be identified, the following students will be placed in the Highly Capable Program, though all students across the school will participate in our schoolwide enrichment program: <ul style="list-style-type: none"> ◦ Students who score in the 90th percentile on NWEA MAP Reading assessment ◦ Students who score in the 90th percentile on NWEA MAP Reading assessment

	<ul style="list-style-type: none"> ○ Students whose independent reading level on Fountas & Pinnell is above their end of year grade level Fountas & Pinnell target ● Appeal process: Appeals may be made in writing to the school principal.
Description of program goals	<ul style="list-style-type: none"> ● 60% of students in Highly Capable Program will meet their growth targets on the end of year NWEA MAP assessment
Instructional program description	Students will participate in small group reading and math instruction at their just right level and receive adaptive instruction, as well as project based learning and enrichment courses.
Services the program will offer	<ul style="list-style-type: none"> ● Daily small group reading instruction on the student's level ● Small group math instruction on the student's level 4Xweek ● 60 minutes per week on adaptive math tech platform ● 60 minutes per week on adaptive reading tech platform ● Daily project based learning and enrichment courses
Professional development for highly capable program and general education staff	<p>All faculty will receive:</p> <ul style="list-style-type: none"> ● 3 hours of training on adaptive technology platforms focused on using student data to allow for targeted instruction by platform specific experts. ● 5 hours of training on small group guided reading and math instruction for HiCap student lead by the Chief Academic Officer ● On going bi-weekly coaching on implementation of the professional development skills.
Program evaluation for prior year	<ul style="list-style-type: none"> ● Number of students served by grade level (K-12): 8 ● Student demographic information: <ul style="list-style-type: none"> ○ Number of Low-Income Students: 5 ○ Number of Students of Color: 5 ● Data to determine if students who are highly capable met the goals set and if the programs provided met the academic needs of these students: <ul style="list-style-type: none"> ○ NWEA MAP Assessment ● Program evaluation data and, if needed, program changes that will be made based upon this information: <ul style="list-style-type: none"> ○ 100% of students in the program met their growth targets in math and 75% met their growth targets in reading on the NWEA MAP assessment. ○ The school will offer: <ul style="list-style-type: none"> ■ Daily small group reading instruction on the student's level ■ Small group math instruction on the student's level 4Xweek

	<ul style="list-style-type: none"> ■ 60 minutes per week on adaptive math tech platform ■ 60 minutes per week on adaptive reading tech platform ■ Dailly project based learning and enrichment courses <ul style="list-style-type: none"> ● Number and content of professional development activities provided for special teachers and general education staff: <ul style="list-style-type: none"> ○ 3 hours of training on adaptive technology platforms focused on using student data to allow for targeted instruction by platform specific experts. ○ 5 hours of training on small group guided reading and math instruction for HiCap student lead by the Chief Academic Officer ○ On going bi-weekly coaching on implementation of the professional development skills.
Fiscal report for prior year	<ul style="list-style-type: none"> ● Revenue/expense: \$5,391 ● Activities funded by this program: Small, targeted reading and math group instruction ● Staff funded by this program: Elementary teachers
Signature of authorized representative that Impact will comply with all applicable statutes and regulations	<p>Signature: _____</p> <p>Name: Kristen McCaw</p> <p>Title: CFO/COO</p>



Entrance Qualifications for Kindergarten Program

As a minimum, eligibility for the exemption from the age requirement will be based upon an analysis of the child's (1) physical, health and motor development; (2) social and emotional development; (3) approaches toward learning; (4) language, literacy and communication; and (5) cognition and general knowledge. Where feasible, assessment devices will be used that will permit students who are to be considered for exemption to be compared to the level of performance that would be expected of children with a chronological age of 5 years for kindergarten and 6 years for first grade in each of the areas of ability.

- Bring policy back to board next fall, before enrollment season
- Date to use: November 30th
- Preference age appropriate kids in lottery

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**Policy: Medication at School, Sunscreen, Anaphylaxis Prevention & Response,
Parent-Designated Adult Care of Students with Epilepsy**

Each school principal will authorize staff members to administer prescribed or non-prescribed medication. These designated staff members will receive RN delegation prior to the opening of school each year.

For purposes of this procedure, "medication" means oral medication, topical medication, eye or ear drops and nasal spray. This definition DOES NOT include over-the-counter topical sunscreen products regulated by the US Food and Drug Administration (see Sunscreen section below). Oral medications are administered by mouth either by swallowing or by inhaling and may include administration by mask if the mask covers the mouth or mouth and nose.

Medication may be dispensed to students on a scheduled basis upon written authorization from a parent with a written request by a licensed health professional prescribing within the scope of their prescriptive authority. If the medication is to be administered for more than fifteen consecutive days the written request must be accompanied by written instructions from a licensed health professional. Requests will be valid for not more than the current school year. The prescribed or non-prescribed medication must be properly labeled and be contained in the original container. The dispenser of prescribed or non-prescribed oral medication will:

- A. Collect the medication directly from the parent (students should not transport medication to school), collect an authorization form properly signed by the parent and by the prescribing health professional and collect instructions from the prescribing health professional if the oral medication is to be administered for more than fifteen consecutive days;
- B. Store the prescription or non-prescribed oral medication (not more than a twenty (20) day supply) in a locked, substantially constructed cabinet;
- C. Maintain a daily record which indicates that the prescribed or non-prescribed medication was dispensed.
- D. Provide for supervision by a physician or registered nurse.
- E. A copy of this policy will be provided to the parent upon request for administration of medication in the schools.

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Prescribed and over-the-counter oral or topical medications, eye drops or ear drops may be administered by a registered nurse, a licensed practical nurse or an authorized staff member.

Nasal sprays containing legend (prescription) drugs or controlled substances may only be administered by a school nurse or, if a school nurse is not present on school premises, an authorized school employee; or a parent-designated adult with training as required by [RCW 28A.210.260](#).

No prescribed medication will be administered by injection by staff except when a student is susceptible to a predetermined, life-endangering situation. The parent will submit a written statement which grants a staff member the authority to act according to the specific written orders and supporting directions provided by licensed health professional prescribing within his or her prescriptive authority (e.g., medication administered to counteract a reaction to an insect sting). Such medication will be administered by staff trained by the supervising registered nurse to administer such an injection.

Written orders for emergency medication, signed and dated, from the licensed health professional prescribing within his or her prescriptive authority will:

- A. State that the student suffers from an allergy which may result in an anaphylactic reaction.
- B. Identify the drug, the mode of administration, the dose. Epinephrine administered by inhalation, rather than injection, may be a treatment option. This decision must be made by the licensed health professional prescribing within his or her prescriptive authority;
- C. Indicate when the injection will be administered based on anticipated symptoms or time lapse from exposure to the allergen;
- D. Recommend follow-up after administration, which may include care of the stinger, need for a tourniquet, administration of additional medications, transport to hospital; and
- E. Specify how to report to the health professional prescribing within his or her prescriptive authority and any record keeping recommendations.

If a health professional and a student's parent request that a student be permitted to carry his/or her own medication and/or be permitted to self-administer the medication, the principal may grant permission after consulting with the school nurse. The process for requesting and providing instructions will be the same as established for oral medications. The principal and nurse will take into account the age, maturity and capability of the student; the nature of the medication; the circumstances under which the student will or may have to self-administer the medication and other issues relevant in the specific case before authorizing a student to carry and/or self-administer medication at school. Except in the case of multi-dose devices (like asthma inhalers), students will only carry one day's supply of medication at a time. Violations of any conditions placed on the student permitted to carry and/or self-administer his or her own

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medication may result in termination of that permission, as well as the imposition of discipline when appropriate.

Sunscreen

Over-the-counter topical sunscreen products may be possessed and used by students, parents, and school staff, without a written prescription or note from a licensed health care provider, if the following conditions are met:

- A. The product is regulated by the US Food and Drug Administration as an over-the-counter sunscreen product; and
- B. If possessed by a student, the product is provided to the student by their parent or guardian.

Students who possess over-the-counter topical sunscreen products that meet the above criteria may carry up to 8 ounces at a time, preferably with the container in a plastic bag.

Violations of any conditions placed on the student permitted to carry and/or self-administer his or her own sunscreen products may result in confiscation and termination of that permission, as well as the imposition of discipline when appropriate.

School staff may assist students in application of sunscreen products in certain circumstances and in the presence of another staff member. The appropriate staff member will take into account the age, maturity, and capability of the student, the need for the application of the sunscreen, and other issues relevant in the specific case, before assisting students in application of sunscreen products at school or during school-sponsored events. However, staff members are not required to assist students in applying sunscreen.

Anaphylaxis Prevention & Response Policy (3420)

Anaphylaxis is a life-threatening allergic reaction that may involve systems of the entire body. Anaphylaxis is a medical emergency that requires immediate medical treatment and follow-up care by an allergist/immunologist.

The Impact Public School Board of Directors expects school administrators, teachers, and support staff to be informed and aware of life threatening allergic reactions (anaphylaxis) and how to deal with the resulting medical emergencies. For students, some common life threatening allergens are peanuts, tree nuts, fish, bee or other insect stings, latex, and some medications. Affected students require planned care and support during the school day and during school sponsored activities. Additionally, any student could potentially have a life threatening allergic reaction even without a history of such.

Parents/guardians are responsible for informing the school about their student's potential risk for anaphylaxis and for ensuring the provision of ongoing health information and necessary medical supplies. The district will take reasonable measures to avoid allergens for affected students. The district will also train all staff in the awareness of anaphylaxis

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and prepare them to respond to emergencies. Additionally, student specific training will be provided for appropriate personnel.

Even with the district's best efforts, staff and parents/guardians need to be aware that it is not possible to achieve a completely allergen-free environment. However, the district will take precautions to reduce the risk of a student with a history of anaphylaxis coming into contact with the offending allergen in school.

The district will maintain at designated school locations a supply of epinephrine auto injectors based on the number of students enrolled at the school. Undesignated epinephrine auto injectors must be obtained with a prescription in the name of the school by a licensed health professional within the scope of their prescribing authority and must be accompanied by a standing order protocol for their administration.

In the event a student with a current prescription for an epinephrine auto injector on file at the school experiences an anaphylactic event, the school nurse or designated trained school personnel may use the school supply of epinephrine auto injectors to respond if the student's supply is not immediately available. In the event a student with a current prescription for epinephrine on file with the school or a student with undiagnosed anaphylaxis experiences an anaphylactic event, the school nurse may utilize the school supply of epinephrine to respond under the standing order protocol according to RCW 28A.210.380 and RCW 28A.210.383.

The school's supply of epinephrine auto injectors does not negate parent/guardian responsibility to ensure that they provide the school with appropriate medication and treatment orders pursuant to [RCW 28A.210.320](#) if their student is identified with a life-threatening allergy.

The CEO will establish procedures to support this policy and to ensure:

1. Rescue protocol in cases of suspected anaphylaxis will follow OSPI's Guidelines for the Care of Students with Anaphylaxis (2009);
2. A simple and standardized format for emergency care plans is utilized;
3. A protocol is in place to ensure emergency care plans are current and completed;
4. Medication orders are clear and unambiguous;
5. Training and documentation is a priority;*(insert the following language if stocking undesignated epinephrine auto injectors): and*
6. *Each school's supply of epinephrine auto injectors, if any, is maintained pursuant to manufacturer's instructions and district medication policy and procedures.*

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(The following procedures are specific to parent-designated adult care of students with epilepsy):

Parent-Designated Adult Care of Students with Epilepsy

Parents of students with epilepsy may designate an adult to provide care for their student consistent with the student's individual health care plan. At parent request, school district employees may volunteer to be a parent-designated adult under this policy, but they will not be required to participate. Parent-designated adults who are school employees will file a voluntary, written, current and unexpired letter of intent stating their willingness to be a parent-designated adult. Parent-designated adults who are school employees are required to receive training in caring for students with epilepsy from the school nurse. Parent-designated adults will receive additional training from a parent-selected health care professional or expert in epileptic care to provide the care (including medication administration) requested by the parent.

Parent-designated adults who are not school employees are required to show evidence of comparable training, and meet school district requirements for volunteers.

Parent-designated adults will receive additional training from a parent-selected health care professional or expert in epileptic care to provide the care requested by the parent. The (insert appropriate staff member) is not responsible for the supervision of procedures authorized by the parents and carried out by the parent-designated adult.

Procedure - Classroom Management, Discipline and Corrective Action

Definitions

- **“Behavioral violation”** means a student’s behavior that violates Impact Public Schools (IPS) discipline policies.
- **“Classroom exclusion”** means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements of WAC 392-400-330 and 392-400-335. Classroom exclusion does not include action that results in missed instruction for a brief duration when:
 - (a) a teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
 - (b) the student remains under the supervision of the teacher or other school personnel during such brief duration.
- **“Corrective action”** means discipline, classroom exclusion, suspension, emergency expulsion, or expulsion.
- **“Culturally responsive”** has the same meaning as “cultural competency” in RCW 28A.410.270.
- **“Discipline” and “other forms of discipline”** mean all forms of corrective action used in response to behavioral violations other than classroom exclusion, suspension, expulsion, or emergency expulsion, which may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035. .
- **“Discretionary discipline”** means any disciplinary action taken in response to student misconduct that violates the rules, policies, or procedures adopted by the board of directors, other than the misconduct listed in one or more of the categories in this procedure set forth below in the section entitled “Suspension, Expulsions, and Discretionary Discipline.” Discretionary discipline cannot include long-term suspension or expulsion.
- **“Disruption of the educational process”** means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.
- **“Emergency expulsion”** means an emergency removal from school for up to, but not exceeding, ten (10) consecutive school days from the student’s current school placement by the CEO or designee. An emergency expulsion requires the CEO or designee to have good and sufficient reason to believe that the student’s presence poses an immediate and continuing danger to other students or school staff or an immediate and continuing threat of substantial



disruption of the educational process. An emergency expulsion must end or be converted to another form of corrective action within ten (10) school days from the date of the emergency removal from school. If IPS converts the emergency expulsion to another form of corrective action, it must provide notice and an explanation of due process rights to the student and parent/guardian.

- **“Expulsion”** means a denial of attendance for a period of time up to but no longer than length of an academic term (as defined by the board of directors) from the time the student is removed from his/her current school placement by the CEO or designee. An expulsion may not be for an indefinite period of time and may not be imposed as a form of discretionary discipline. An expulsion may be extended beyond the length of an academic term if: 1) the school principal petitions the CEO for an extension; and 2) the CEO authorizes the extension pursuant to the superintendent of public instruction’s rules adopted for this purpose (see Petition for Extension of Length of Expulsion below). An expulsion may also include a denial of admission to, or entry upon, real or personal property that is owned, leased, rented, or controlled by IPS.
- **“Length of an academic term”** means the total number of school days in a single trimester or semester, as defined by the board of directors.
- **“Parent”** means a biological, adoptive, or foster parent, or a guardian generally authorized to act as parent or specifically authorized to make education decisions. The definition of parent does not include the state, if the student is a ward of the state. When more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have legal authority to make educational decisions for the student or if a judicial decree or order identifies a specific person or persons. See WAC 392-172A-01125.
- **“School business day”** means any calendar day except Saturdays, Sundays, and any federal and school holidays upon which the office of the CEO is open to the public for business. A school business day concludes or terminates upon the closure of the CEO’s office for the calendar day.
- **“School day”** means a calendar day, except school holidays, on which enrolled students are afforded the opportunity to be engaged in educational activity planned, supervised, and conducted by or under the supervision of certificated staff, and on which day all or any portion of enrolled students participate in such educational activity.
- **“Suspension”** means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency expulsions. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the IPS.
 - **Short-term suspension** means suspension for any portion of a calendar day up to and not exceeding ten (10) consecutive school days.



Long-term suspension means a suspension that exceeds ten (10) consecutive school days. A long-term suspension may not exceed the length of an academic term, as defined by the school board, cannot be imposed beyond the school year in which the alleged misbehavior occurs, and may not be imposed except for the offenses listed below in the section entitled 'Suspension, Expulsions, and Discretionary Discipline.

CEO authority

The CEO will have the authority to discipline, suspend, or expel students. The CEO will:

- Identify the conditions under which a teacher may exclude a student from his or her class; and
- Designate which staff members have the authority to initiate or to impose discipline, suspensions, or expulsions.

No student will be expelled, suspended, or disciplined in any manner for the performance of or failure to perform any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of the educational process.

No form of discipline will be enforced in such a manner as to prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

Notification of suspensions of students eligible for special education services

The principal will notify special education staff of any suspensions to be imposed on a student who is currently eligible for special education services or any student who might be deemed eligible for special education. To the extent that suspensions may cumulatively or consecutively exceed ten (10) days, the principal will notify relevant special education staff so that IPS can ensure compliance with special education discipline procedures.

Notification of procedures relating to student behavior

Principals in each school will annually publish and make available to students, parents or guardians, staff, and the community the rules, policies, and procedures of IPS that establish misconduct and the written procedures for administering corrective action. The publication will also define student rights and responsibilities relating to student behavior.

Pursuant to the Drug-Free Schools and Communities Act (Amendments of 1989), students and parents will be given annual notice of the standard of conduct IPS requires regarding controlled substance and alcohol use, and a statement of the disciplinary sanctions for violations of that standard.



IPS will also, in consultation with staff, students, student's families, and the community, periodically review and update the IPS's rules, policies, and procedures related to student discipline.

Fundamental rights

When administering discipline under this chapter, IPS must not:

- (1) Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal;
- (2) Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right;
- (3) Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures;
- (4) Unlawfully interfere in a student's pursuit of an education while in the custody of IPS; or
- (5) Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by IPS without due process of law.

Rights and responsibilities of certificated staff

Certificated staff will have the right to:

- Expect students to comply with school rules;
- Develop and/or review building rules relating to student conduct and behavioral expectations at least once each year. Building rules will be consistent with IPS rules relating to student conduct;
- Receive any complaint or grievance regarding corrective action of students. Certificated staff will be given the opportunity to present their version of the incident and to meet with the complaining party, in the event that a conference is arranged;
- Use such reasonable action as is necessary to protect himself/ herself, a student, or others from physical abuse or injury;
- Assign a student after school detention for up to 10 minutes with due consideration for bus transportation.

Teachers have the right to exclude any student from the teacher's classroom, instructional area, or activity area for behavioral violations that disrupt the educational process while the student is under the teacher's immediate supervision, subject to the requirements of WAC 392-400-335 and the section below (see **Classroom Exclusions**).

Certificated staff will have the responsibility to:



- Observe the rights of students;
- Supervise student behavior and enforce the rules of student conduct fairly, consistently, and without discrimination. Any infractions will be reported orally and in writing to the principal as soon as possible, regardless of any corrective actions taken by the teacher;
- Maintain good order in the classroom, in the hallways, on the playgrounds, or other common areas of the school, and on school buses (i.e., during field trips);
- Maintain accurate attendance records and report all cases of truancy;
- Set an appropriate example of personal conduct and avoid statements that may be demeaning or personally offensive to any student or group of students; and
- Meet with a parent(s) within five (5) school days upon request to hear a complaint regarding the use of classroom materials and/or teaching strategies that are being employed in the classroom.

Principals will have the responsibility to:

- Impose suspension or expulsion when appropriate;
- Notify parents when students are suspended or expelled; and
- Confer with certificated staff at least once per year, to develop and/or review rules of conduct to be employed in the school, and corrective actions that may be employed in the event of rule infractions.

Restrictions on Corrective Action

Educational Services

IPS will not suspend the provision of educational services as a disciplinary action, nor will schools suspend the provision of educational services to a student in response to behavioral violations.

Schools will provide the student the opportunity to receive educational services during a suspension, expulsion, or emergency expulsion. The educational services must enable the student to:

- Continue to participate in the general education curriculum;
- Meet the educational standards established within IPS; and
- Complete subject, grade-level, and graduation requirements.

Such services may be provided in an alternative setting, provided that such setting is comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of exclusionary discipline. Examples of alternative setting may include, but not be limited to, alternative schools or classrooms, one-on-one tutoring when available, and online learning.

When providing a student the opportunity to receive educational services under this section, the school must consider:



- Meaningful input from the student, parents, and the student's teachers;
- Whether the student's regular educational services include English language development services, special education, accommodations and related services under Section 504 of the Rehabilitation Act of 1973, or supplemental services designed to support the student's academic achievement; and
- Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.

For students subject to suspension or emergency expulsion up to five (5) days, a school must provide at least the following:

- Course work, including any assigned homework, from all of the student's regular subjects or classes;
- Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes; and
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion.

For students subject to suspension or emergency expulsion for six (6) to ten (10) consecutive school days, a school must provide at least the following:

- Course work, including any assigned homework, from all of the student's regular subjects or classes;
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion; and
- Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes. School personnel will make a reasonable attempt to contact the student or parents within three (3) school business days following the start of the suspension or emergency expulsion and periodically thereafter until the suspension or emergency expulsion ends to:
 - Coordinate the delivery and grading of course work between the student and the student's teacher(s) at a frequency that would allow the student to keep current with assignments and course work for all of the student's regular subjects or classes; and
 - Communicate with the student, parents, and the student's teacher(s) about the student's academic progress.

For students subject to expulsion or suspension for more than ten (10) consecutive school days, a school will make provisions for educational services in accordance with WAC 392-121-107.

Unexcused absences and tardiness

Students will not be suspended or expelled from school for absences or tardiness.

**Denial or Delay of a Nutritionally-Adequate Meal Prohibited**

Students will not be subjected to correction action in a manner that would result in the denial or delay of a nutritionally-adequate meal to a student.

Language Assistance

IPS will ensure that notices and communications required in connection with any corrective action are provided in a language the student and parents understand, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

Corporal Punishment

IPS staff may not administer corporal punishment, including any act that willfully inflicts or willfully causes the infliction of physical pain on a student.

Corporal punishment does not include:

- The use of reasonable physical force by a school administrator, teacher, school personnel, or volunteer as necessary to maintain order or to prevent a student from harming themselves, other students, school personnel, or property;
- Physical pain or discomfort resulting from or caused by training for or participation in athletic competition or recreational activity voluntarily engaged in by a student; or
- Physical exertion shared by all students in a teacher-directed class activity, which may include, but is not limited to, physical education exercises, field trips, or vocational educational projects.

Restraint and Isolation

IPS staff may not use isolation, restraint, or a restraint device on any student, except as provided for in RCW 28A.155.210, 28A.600.485, WAC 392-172A-02105, and 392-172A-02110.

Alternative forms of corrective action

The board encourages the use of alternative forms of correction action when possible and practicable in light of the duty to maintain safe and orderly school environments conducive to student learning. IPS administrators may consider alternative forms of corrective action, including programs intended to lessen the time of exclusion from class attendance, which have been approved by the board and/or CEO.

Except in cases involving exceptional misconduct, IPS administrators must impose alternative forms of corrective action for incidents of misbehavior prior to imposing a suspension or expulsion for the same type of misbehavior.

Student disciplinary boards



The board recognizes that a student's behavior may be positively influenced when an incident giving rise to corrective action is reviewed by a panel of the student's peers. The board may, in its discretion, authorize the establishment of one or more student disciplinary boards composed of students, which may also include teachers, administrators, parents or any combination thereof. The student disciplinary board may be authorized to prescribe reasonable discipline and may recommend suspension or expulsion to the appropriate school authority. The school authority will be authorized to set aside or modify the student disciplinary board's recommendation.

Student discipline

IPS will administer student discipline to maintain a safe and supportive school environment that is conducive to student learning.

The methods employed in administering the rules of student conduct involve professional judgment. Such judgment should:

- Provide due process and ensure fairness and equity in administration;
- Implement the policy and procedure in a culturally responsive manner;
- Responds to the needs and strengths of students ;
- Facilitate collaboration between school personnel, students, and families ;
- Provide a safe and supportive learning environment for all students

No form of discipline will be administered in such a manner as to prevent a student from accomplishing specific academic grade, subject, or graduation requirements. Appeal procedures have been established in order to provide for an opportunity for every corrective action to be reviewed by someone in authority and to instill confidence among students and parents as to the essential fairness of staff.

Detention

For minor infractions of school rules or regulations, or for minor misconduct, staff may assign students detention during after school hours for not more than 30 minutes on any given day.

Preceding the assignment of detention, the staff member will inform the student of the nature of the offense charged and of the specific conduct that allegedly constitutes the violation. The student will be afforded an opportunity to explain or justify his/her actions to the staff member.

Detention will not begin until the parent/guardian has been notified (except in the case of an adult student) for the purpose of informing him/her of the basis and reason for the detention and to permit him/her to make arrangements for the necessary transportation of the student when he/she has been detained after school hours for corrective action.



Students assigned detention for corrective action will be under the direct supervision of the staff member or another member of the professional staff.

Grievance and appeal process for student discipline

Any parent/guardian or student who is aggrieved by the imposition of discipline will have the right to an informal conference with the principal for resolving the grievance. The employee whose action is being grieved will be notified of the grievance as soon as reasonably possible.

At such conference, the student and parent/guardian will be subject to questioning by the principal and will be entitled to question staff involved in the matter being grieved.

After exhausting this remedy, the parent/guardian and student will have the right, upon two (2) school business days' prior notice, to present a written and/or oral grievance to the CEO or designee.

If the grievance is not resolved, the parent/guardian and student, upon two (2) school business days' prior notice, have the right to present a written or oral grievance to the board during its next regular meeting, or at a meeting held within 30 days, whichever is earlier. A closed meeting may be held for considering the grievance. The board will notify the parent and student of its response to the grievance within ten (10) school business days after the date when the grievance was presented. The disciplinary action will continue notwithstanding implementation of the grievance procedure, unless the principal, CEO, or board elects to postpone such action.

Alternatively, the board may delegate its authority to hear and decide discipline and short-term suspension grievance appeals to an organization disciplinary appeal council established pursuant to WAC 392-400-310(1).

Classroom Exclusions

A teacher may exclude a student from the teacher's classroom or instructional or activity area for behavioral violations that disrupt the educational process while the student is under the teacher's immediate supervision. IPS may authorize other school personnel to exclude a student from a classroom or instructional or activity area for behavioral violations of IPS' discipline policy. The teacher or other school personnel must first attempt one or more other forms of discipline to support the student in meeting behavioral expectations, unless the student's presence poses an immediate and continuing threat of material and substantial disruption of the educational process.



In administering other forms of discipline, the teacher or other school personnel may consider using best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.

A classroom exclusion may be administered for all or any portion of the balance of the school day in which the student was excluded from the student's classroom, instructional area, or activity area. When a student is excluded from the student's classroom, instructional area, or activity area for longer than the balance of the school day, IPS will provide the student and the student's family notice and due process for a suspension, expulsion, or emergency expulsion, as appropriate. A student may not be removed from school during a classroom exclusion unless IPS provides such notice and due process for a suspension, expulsion, or emergency expulsion.

The school will provide the student an opportunity to make up any assignments and tests missed during a classroom exclusion.

A student may be removed immediately from a class or subject by a teacher or other authorized personnel without first attempting other forms of corrective action provided that the student's presence poses an immediate and continuing danger to other students or school personnel or an immediate and continuing threat of substantial disruption of the educational process.

Classroom Exclusion: Notice

Following the classroom exclusion of a student, the teacher or other school personnel must report the classroom exclusion, including the behavioral violation that led to the classroom exclusion, to the principal or the principal's designee as soon as reasonably possible.

The teacher, principal, or the principal's designee must notify the student's parents regarding the classroom exclusion as soon as reasonably possible. The school or the organization must ensure that this notification is in a language the parents understand, which may require language assistance for parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

When the teacher or other authorized school personnel administers a classroom exclusion on the grounds that the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process:

- (a) the teacher or other school personnel must immediately notify the principal or the principal's designee; and
- (b) the principal or the principal's designee must meet with the student as soon as reasonably possible and administer appropriate discipline.



Suspensions, Expulsions, and Discretionary Discipline

Suspensions (including long-term suspensions) and expulsions may be imposed for any of the following student behaviors:

1. Having a firearm on school property or school transportation in violation of RCW 28A.600.420;
2. Any of the following offenses listed in RCW 13.04.155, including:
 1. any violent offense as defined in RCW 9.94A.030, including
 - a. any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
 - b. manslaughter;
 - c. indecent liberties committed by forcible compulsion;
 - d. kidnapping;
 - e. arson;
 - f. assault in the second degree;
 - g. assault of a child in the second degree;
 - h. robbery;
 - i. drive-by shooting; and
 - j. vehicular homicide or vehicular assault caused by driving a vehicle while under the influence of intoxicating liquor or any drug, or by operating a vehicle in a reckless manner;
 2. any sex offense as defined in RCW 9.94A.030, which includes any felony violation of chapter 9A.44 RCW (other than failure to registered as a sex offender in violation of 9A.44.132), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation finding;
 3. inhaling toxic fumes in violation of chapter 9.47A RCW;



4. any controlled substance violation of chapter 69.50 RCW;
 5. any liquor violation of RCW 66.44.270;
 6. any weapons violation of chapter 9.41 RCW, including having a dangerous weapon at school in violation of RCW 9.41.280;
 7. any violation of chapter 9A.36 RCW, including assault, malicious harassment, drive-by shooting, reckless endangerment, promoting a suicide attempt, coercion, assault of a child, custodial assault, and failing to summon assistance for an injured victim of a crime in need of assistance;
 8. any violation of chapter 9A.40 RCW, including kidnapping, unlawful imprisonment, custodial interference, luring, and human trafficking;
 9. any violation of chapter 9A.46 RCW, including harassment, stalking, and criminal gang intimidation; and
 10. any violation of chapter 9A.48 RCW, including arson, reckless burning, malicious mischief, and criminal street gang tagging and graffiti;
3. Two or more violations of the following within a three-year period
 1. criminal gang intimidation in violation of RCW 9A.46.120;
 2. gang activity on school grounds in violation of RCW 28A.600.455;
 3. willfully disobeying school administrative personnel in violation of RCW 28A.635.020; and
 4. defacing or injuring school property in violation of RCW 28A.635.060; and
 4. Any student behavior that adversely affects the health or safety of other students or educational staff.

Unless otherwise required by law, school administrators are not required to impose a long-term suspension or expulsion for the misconduct listed above, and whenever reasonable, school administrators should first consider alternative sanctions.

For student behaviors—including specific offenses contained in Policy 3240 and procedure 3240P—that do not fall within one or more of the categories listed above, schools may only impose discretionary discipline as defined in this procedure.



Schools may not impose long-term suspension or expulsion as a form of discretionary discipline, but may impose other sanctions up to and including short-term suspension in a manner consistent with this procedure.

Short-term suspension

Conditions and limitations

The nature and circumstances of the student conduct violation must reasonably warrant a short-term suspension. As a general rule, no student will be suspended for a short term unless other forms of corrective action reasonably calculated to modify his/her conduct have previously been imposed upon the student as a consequence of misconduct of the same nature.

No student in grades kindergarten through fourth grade will be suspended for more than a total of ten (10) school days during any single semester or trimester and no loss of academic grades or credit will be imposed by reason of the suspension.

No student in fifth grade and above will be suspended for more than a total of fifteen (15) school days during any single semester or ten school days during any single trimester.

Continuation of educational services

IPS will not suspend the provision of educational services during a period of short-term suspension and will provide the student the opportunity to receive such services. Educational services may be provided in an alternative setting, provided that such setting is comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of a short-term suspension. Examples of alternative setting may include, but not be limited to, alternative schools or classrooms, one-on-one tutoring when available, and online learning.

The principal will notify special education staff of any short-term suspensions to be imposed for a student who is currently eligible for special education services or those who might be deemed eligible for special education. To the extent that short-term suspensions may cumulatively or consecutively exceed ten school (10) days, (see Procedure 2161P, Special Education and Related Services for Eligible Students, Discipline section) the principal will notify relevant special education staff so that IPS can ensure that special education discipline procedures are in place, in addition to general education discipline procedures.

In-school suspension

Students who are denied attendance at school are denied the opportunity to learn. IPS has therefore created an in-school suspension program which



temporarily removes the student from his/her regular learning environment but permits the student to maintain his/her educational progress. An in-school suspension is no different from any other suspension as defined by WAC 392-400-205, and therefore triggers the same substantive and procedural due process, including student and parent/guardian notification.

Students who are assigned to in-school suspension are expected to comply with the expectations of staff. The CEO will establish guidelines for the operation of the in-school suspension program.

Suggested guidelines for in-school suspension are as follows:

- A student who is assigned to in-school suspension will agree to the conditions specified by the school principal. Unless the student is of majority age, the principal will obtain written authorization from the parent or guardian. The student's or parents' or guardians' authorization will include the number of days the student will be assigned to in-school suspension.
- In-school suspension is designed to encourage learning. Students will be expected to work on their classroom assignments at all times.
- A student in in-school suspension will attend a single subject or class or any full schedule of subjects or classes in a separate location on school property from their regular subject or class or schedule and/or classmates.
- The student will be denied the opportunity to participate in any school activities while in in-school suspension.
- While in-school suspended, the student and staff may develop a behavior agreement as discussed below.
- Any behavioral violation may result in imposition of other corrective action.
- After a student is placed back into the regular classroom(s), the principal or designee or school counselor will monitor the student's progress on a daily basis. The student will be encouraged to maintain a relationship with the school counselor as a means of dealing with any problems that arise.
- Specific rules and building procedures will be developed by the building principal.

Exceptional misconduct

A student may be short-term suspended for exceptional misconduct, other than absenteeism, when such misconduct is of such frequent occurrence or is so serious in nature and/or is so serious in terms of disruption to the operation of the school that immediate suspension is warranted. In cases of exceptional misconduct, IPS may impose a short-term suspension without first attempting alternative forms of corrective action. The CEO, following consultation with a representative ad hoc citizens' committee, will recommend for board adoption, the nature and extent of the corrective actions that may be imposed as a consequence of exceptional misconduct. (See Procedure 3240P). An



administrator may grant an exception when warranted by extenuating circumstances.

Prior notice and conference

Prior to the short-term suspension of a student, the principal or designee will conduct a conference with the student and provide:

- An oral or written notice of the charges;
- An oral or written explanation of the evidence in support of the allegation(s);
AND
- An oral or written explanation of the short-term suspension that IPS may impose.

IPS will provide the student with an opportunity to present his/her explanation of the allegation(s).

If the short-term suspension is to exceed one (1) calendar day, the principal or designee will notify the student's parent/guardian of the reason for the suspension and its duration either orally or by U.S. mail as soon as reasonably possible. The notice will also address the parent/guardian's right to an informal conference pursuant to WAC 392-400-255 and the fact that IPS may reduce the student's suspension as a result of such conference.

Grievance and appeal process for short-term suspension

Any parent/guardian or student who is aggrieved by the imposition of a short-term suspension will have the right to an informal conference with the principal or designee for resolving the grievance. At such conference, the student and parent will be subject to questioning by the principal and will be entitled to question staff involved in the matter being grieved.

The parent/guardian and student after exhausting this remedy will have the right, upon two (2) school business days' prior notice, to present a written and/or oral grievance to the CEO.

If the grievance is not resolved, the parent/guardian and student, upon two (2) school business days' prior notice, will have the right to present a written or oral grievance to the board at its next regular meeting, or at a meeting held within 30 days, whichever is earlier. Such a meeting is not subject to the Open Public Meetings Act, and need to be noticed or open to the public.

The board will notify the parent/guardian and student of its response to the grievance within ten (10) school business days after the date when the grievance was presented. The short-term suspension will continue



notwithstanding implementation of the grievance procedure, unless the principal, CEO, or board elects to postpone such action.

Readmission

IPS will allow any student who has been short-term suspended to make application for readmission at any time in accordance with IPS policy and procedure. (See also **Readmission Application Process and Reengagement**, below)

Reporting

Principals will report all short-term suspensions and the reasons therefor to the CEO or designee within twenty-four (24) hours after the imposing the short-term suspension.

Emergency expulsion

Limitations

An emergency expulsion may not be imposed solely for the purposes of investigating student conduct.

The CEO or a designee may immediately expel and remove a student from school prior to a hearing without other forms of corrective action if the CEO or designee has good and sufficient reason to believe that the student's presence poses:

- An immediate and continuing danger to students or school staff; OR
- An immediate and continuing threat of substantial disruption of the educational process.

Such emergency expulsion must end or be converted to another form of corrective action within ten (10) school days of the date of the expulsion. If IPS converts an emergency expulsion to another form of corrective action, IPS will provide the student and/or parents/guardians with notice and due process rights appropriate to the new corrective action.

Notice of hearing

IPS will notify the student and his/her parents/guardians of the emergency expulsion and of their opportunity for a hearing by:

- Hand-delivery of written notice within twenty-four hours of expulsion (IPS must document delivery of the notice by obtaining the signature of the student's parents/guardians acknowledging receipt or the written certification of the person making the delivery); OR



- Certified letter mailed within twenty-four hours of the expulsion (reasonable attempts to contact the parents/guardians by phone or in person will also be made as soon as reasonably possible).

IPS's written and oral notice of emergency expulsion and opportunity for hearing will:

- Be provided in a language the student and/or a parent/guardian can understand, if other than English;
- Specify the alleged reasons that the student's presence poses an immediate and continuing danger to students, school staff, or poses an immediate and continuing threat of substantial disruption of the educational process.
- Set forth the date on which the emergency expulsion began and when it will end;
- Set forth the right of the student and/or his or her parents/guardians to a hearing for purposes of contesting the allegations as soon as is reasonably possible; and
- Set forth the facts that:
 - o A written or oral request for hearing must be received by a designated school employee or his or her office on or before the end of the third school business day after receipt of the notice of opportunity for hearing; AND
 - o If the request is not received within three school business days, then the right to a hearing may be deemed waived and the emergency expulsion may be continued, if deemed necessary, for up to ten (10) school days from the date of the student's emergency expulsion from school without any further opportunity for the student or his or her parent/guardian to contest it.

As a best practice, IPS should provide a schedule of school business days with the notice.

The student and/or his or her parents/guardians must request a hearing within three (3) school business days after receipt of the notice of opportunity for hearing. The family may request the hearing in writing or orally, but must make or provide the request to the IPS employee specified in the notice or their office. If IPS does not receive a hearing request within the required period, IPS may deem the right to hearing waived and IPS may impose the emergency expulsion for up to ten (10) school days from the date of the expulsion from school.

Prehearing and hearing

If IPS receives a request for hearing within three (3) school business days after receipt of notice, IPS will immediately schedule and give notice of a hearing to



commence as soon as reasonably possible and no later than the second school business day after receipt of the request for hearing.

The student and his/her parents/guardians have the right to:

- Be represented by legal counsel;
- Inspect in advance of the hearing any documentary and physical evidence that IPS intends to introduce at hearing;
- Question and confront witnesses (see WAC 392-400-305 for procedure if an IPS witness does not appear);
- Explain the alleged misconduct;
- Present relevant affidavits, exhibits, and witnesses.

IPS and/or its representative have the right to inspect in advance of the hearing evidence that the student and his/her parents/guardians intend to introduce at the hearing.

The hearing will be conducted before a hearing officer appointed by the CEO. Such hearing officer will not be a witness to the alleged conduct. Ideally, the individual selected to be the hearing officer will possess both IPS administration experience and/or legal training and/or prior experience conducting quasi-judicial hearings. Either a tape-recorded or verbatim record of the hearing will be made.

When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:

- A single hearing will not likely result in confusion; AND
- No student will have his/her interest substantially prejudiced by a group hearing.

If the hearing officer finds that during the hearing a student's interests will be substantially prejudiced by the group hearing, he/she may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.

The hearing officer will determine, based solely on the evidence presented at hearing, and set forth in his/her written decision:

- Findings of fact as to whether the student has been afforded appropriate procedural due process (e.g., notice, opportunity to inspect evidence prior to hearing);
- Findings of fact as to the alleged misconduct;
- A conclusion as to whether the student's immediate and continuing danger to students and/or school staff OR immediate and continuing threat of



substantial disruption of the educational process giving rise to the emergency expulsion has terminated; AND

- A conclusion as to whether the emergency expulsion shall be converted to another form of corrective action or stand as imposed.

Within one (1) school business day after the date upon which the hearing concludes, the hearing officer will issue the decision and IPS will provide notice of such decision to the student and the student's parents/guardians and legal counsel, if any, by depositing a letter in certified U.S. mail.

If the hearing officer concludes in his/her decision that the emergency expulsion shall be converted to another form of corrective action, IPS must provide notice of all due process rights to the student and parent/guardian for the appropriate corrective action. For appeals from a hearing officer decision regarding an emergency expulsion, see **Appeals of long-term suspension and expulsion**, below.

Long-term suspension

Conditions and limitations

Schools may not impose a long-term suspension unless the student's misconduct falls within one or more of the categories listed in this procedure above ("Suspension, Expulsions, and Discretionary Discipline"). If the student's behavior falls within one or more of such categories, a student may be long-term suspended for violation of IPS rules provided that the long-term suspension does not exceed the length of an academic term as defined by the school board. A long-term suspension may not be imposed as a form of discretionary discipline, as defined in this procedure.

The nature and circumstances of the violation must reasonably warrant a long-term suspension. As a general rule, no student will be long-term suspended unless other forms of corrective action reasonably calculated to modify his/her conduct have previously been imposed upon the student as a consequence of misconduct of the same nature.

No student in grades kindergarten through fourth grade will be long-term suspended during any single semester or trimester and no loss of academic grades or credit will be imposed by reason of the suspension.

No student in fifth grade and above will be long-term suspended in a manner that causes the student to lose academic grades or credit for longer than one semester or trimester during the same school year.



The principal will notify special education staff of any long-term suspension to be imposed for a student who is currently eligible for special education services or those who might be deemed eligible for special education. To the extent that suspensions may cumulatively or consecutively exceed ten (10) days, the principal will notify relevant special education staff so that IPS can ensure that special education discipline procedures are in place, in addition to general education discipline procedures.

Exceptional misconduct

A student may be long-term suspended for exceptional misconduct, other than absenteeism, when such misconduct is of such frequent occurrence or is so serious in nature and/or is so serious in terms of disruptive effect on the operation of the school that an immediate resort to a long-term suspension is warranted. In cases of exceptional misconduct, a long-term suspension may be imposed without first attempting alternative forms of corrective action. The CEO, following consultation with a representative ad hoc citizens' committee, will recommend for board approval, the nature and extent of the corrective actions which may be imposed as a consequence of exceptional misconduct. (See Procedure 3240P). An exception may be granted by an administrator and/or hearing officer when warranted by extenuating circumstances.

Notice of hearing

Prior to imposing a long-term suspension, IPS will provide the student and/or his/her parents/guardians a written notice of opportunity for hearing. The notice will be delivered in person or by certified mail. The notice will:

- Be provided in a language the student and his or her parents/guardians can understand, if other than English;
- Specify the alleged misconduct and the IPS rule(s) alleged to have been violated;
- Set forth the proposed long-term suspension;
- Set forth the right to a hearing for the purpose of contesting the allegation(s); AND
- Set forth the facts that:
 - A written or oral request for hearing must be received by (*insert designated staff member*) or their office on or before the end of the third school business day after the notice is received; and
 - If such a request is not received within that period, the hearing will be deemed waived and the proposed long-term suspension may be imposed without further opportunity for the student and/or their parent/guardian to contest it.

As a best practice, IPS should provide a schedule of school business days with the notice.



The student and/or his or her parents/guardians must request a hearing within three (3) school business days after receipt of the notice of opportunity for hearing. The request may be provided in writing or orally, but must be provided to IPS employee specified in the notice or their office. If a request for hearing is not received within the required period, IPS may deem the right to hearing waived and the long-term suspension may be imposed.

Pre-hearing and hearing

If a request for hearing is received within three (3) school business days after receipt of notice, IPS will schedule a hearing to begin within three (3) school business days after the date of receiving the request.

The student and parent/guardian have the right to:

- Be represented by legal counsel;
- Inspect in advance of the hearing any documentary and physical evidence that IPS intends to introduce at hearing;
- Question and confront witnesses (see WAC 392-400-305 for procedure if an IPS witness does not appear);
- Explain the alleged misconduct; and
- Present relevant affidavits, exhibits, and witnesses.

IPS and/or its representative have the right to inspect in advance of the hearing evidence that the student and his/her parents/guardians intend to introduce at the hearing. Either a tape-recorded or verbatim record of the hearing will be made.

The hearing will be conducted before a hearing officer appointed by the CEO. Such hearing officer will not be a witness to the alleged conduct. Ideally, the individual selected to be the hearing officer will possess both IPS administration experience and/or legal training and/or prior experience conducting administrative hearings.

When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:

- A single hearing will not likely result in confusion; AND
- No student will have his/her interest substantially prejudiced by a group hearing.

If the hearing officer finds that during the hearing a student's interests will be substantially prejudiced by the group hearing, he/she may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.



The hearing officer will determine, based solely on the evidence presented at hearing, and set forth in his/her written decision:

- Findings of fact as to whether the student has been afforded appropriate procedural due process (e.g., notice, opportunity to inspect evidence prior to hearing);
- Findings of fact as to the alleged misconduct; AND
- A conclusion as to whether the nature and duration of the proposed long-term suspension is appropriate or whether a lesser form of corrective action should be imposed.

The hearing officer will issue the decision and IPS will provide notice of such decision to the student's legal counsel, or, if none, to the student's and his/her parents/guardians.

If the hearing officer decides that a long-term suspension is appropriate, the parent/guardian and student will have the right to appeal that decision to the school board or IPS disciplinary appeal council by filing a written or oral notice of appeal at the office of the CEO or the hearing officer within three (3) school business days after the date of receipt of the decision.

If a timely notice of appeal is not provided to IPS, the long-term suspension may be imposed as of the calendar day following expiration of the three (3) school business day period (see **Appeal Process for Long-Term Suspension or Expulsion**, below).

Readmission

Any student who has been long-term suspended will be allowed to make application for readmission at any time in accordance with IPS policy and procedure. (See also **Readmission Application Process and Reengagement**, below)

Reporting

Principals will report all long-term suspensions and the reasons therefor to the CEO or designee within twenty-four (24) hours after the imposing the expulsion.

Expulsion

Conditions and limitations

Schools may not expel a student unless the student's misconduct falls within one or more of the categories listed in this procedure above ("Suspension, Expulsions, and Discretionary Discipline"). If the student's behavior falls within one or more of such categories, a student may be expelled for a violation of school rules, provided that the expulsion does not exceed the length of an



academic term as defined by the school board. An emergency expulsion may not be imposed as a form of discretionary discipline, as defined in this procedure.

The nature and circumstances of the alleged violation must reasonably warrant the harshness of expulsion. No student will be expelled unless other forms of corrective action reasonably calculated to modify his or her conduct have failed or there is good reason to believe that other forms of corrective action would fail if used.

IPS will make reasonable efforts to assist students in returning to an educational setting prior to, and no later than, the end date of the expulsion.

An expulsion may not exceed the length of the academic term unless:

- The school petitions the CEO for an extension; AND
- The CEO authorizes the extension in compliance with the superintendent of public instruction's rules adopted for this purpose (see **Petition for extension of expulsion** below).

Once a student is expelled in compliance with IPS policy, the expulsion will be brought to the attention of appropriate local and state authorities, including, but not limited to, juvenile authorities acting pursuant to the Basic Juvenile Court Act, so that such authorities may address the student's educational needs.

Any elementary or secondary school student who is determined to have carried a firearm onto, or to have possessed a firearm on, public elementary or secondary school premises, public school-provided transportation, or areas of facilities while being used exclusively by public schools, will be expelled from school for not less than one calendar year pursuant to RCW 28A.600.420 with notification to parents/guardians and law enforcement. The CEO may modify the expulsion of a student on a case-by-case basis.

Firearm Exception

In accordance with RCW 28A.600.420, IPS must expel a student for no less than one year if IPS has determined that the student has carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. The CEO may modify the expulsion on a case-by-case basis.

IPS may also suspend or expel a student for up to one year if the student acts with malice (as defined under RCW 9A.04.110) and displays an instrument that appears to be a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools.



These provisions do not apply to:

- Any student while engaged in military education authorized by IPS in which rifles are used;
- Any student while involved in a convention, showing, demonstration, lecture, or firearms safety course authorized by IPS; or
- Any student while participating in a rifle competition authorized by IPSt.

Notice of hearing

Prior to the expulsion of a student, IPS will provide the student and/or his/her parents/guardians a written notice of opportunity for hearing. The notice will be delivered in person or by certified mail. The notice will:

- Be provided in a language the student and his or her parents/guardians can understand, if other than English;
- Specify the alleged misconduct and IPS rule(s) alleged to have been violated;
- Set forth the proposed expulsion;
- Set forth the right to a hearing for the purpose of contesting the allegation(s); AND
- Set forth the facts that:
 - A written or oral request for hearing must be received by (*insert designated staff member*) or their office on or before the end of the third school business day after the notice is received; and
 - If such a request is not received within that period, the hearing will be deemed waived and the proposed long-term suspension may be imposed without further opportunity for the student and/or their parent/guardian to contest it.

Prehearing and hearing

If a request for hearing is received within three (3) school business days after receipt of notice, IPS will schedule a hearing to begin within three (3) school business days after the date of receiving the request.

The student and parent/guardian have the right to:

- Be represented by legal counsel;
- Inspect in advance of the hearing any documentary and physical evidence that IPS intends to introduce at hearing;
- Question and confront witnesses (see WAC 392-400-305 for procedure if IPS witness does not appear);
- Explain the alleged misconduct;
- Present relevant affidavits, exhibits, and witnesses.

IPS and/or its representative have the right to inspect in advance of the hearing evidence that the student and his/her parents/guardians intend to introduce at



the hearing. Either a tape-recorded or verbatim record of the hearing will be made.

The hearing will be conducted before a hearing officer appointed by the CEO. Such hearing officer will not be a witness to the alleged conduct. Ideally, the individual selected to be the hearing officer will possess both IPS administration experience and/or legal training and/or prior experience conducting quasi-judicial hearings.

The hearing is a quasi-judicial process exempt from the Open Public Meetings Act (OPMA). To protect the privacy of student(s) and others involved, the hearing will be held without public notice and without public access unless the student(s) and/or the parent(s)/guardian(s) or their counsel requests an open hearing. Regardless of whether the hearing is open or closed, IPS will comply with the Family Educational Rights and Privacy Act (FERPA) in regard to confidentiality of student education records.

When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:

- A single hearing will not likely result in confusion; AND
- No student will have his/her interest substantially prejudiced by a group hearing.

If the hearing officer finds that during the hearing a student's interests will be substantially prejudiced by the group hearing, he/she may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.

The hearing officer will determine, based solely on the evidence presented at hearing, and set forth in his/her written decision:

- Findings of fact as to whether the student has been afforded appropriate procedural due process (e.g., notice, opportunity to inspect evidence prior to hearing);
- Findings of fact as to the alleged misconduct; AND
- A conclusion as to whether the expulsion is appropriate OR whether a lesser form of corrective action should be imposed.

The hearing officer will issue the decision and IPS will provide notice of such decision to the student's legal counsel, or, if none, to the student's and his/her parents/guardians.



The student and parent/guardian will have the right to appeal the hearing officer's decision to the school board or IPS disciplinary appeal council by filing a written or oral notice of appeal at the office of the CEO or the hearing officer within three (3) school business days after the date of receipt of the decision. If a timely notice of appeal is not provided to IPS, the expulsion may be imposed as of the calendar day following expiration of the three (3) school business day period.

If a timely notice of appeal is received, see **Appeal Process for Long-Term Suspension or Expulsion**, below.

Readmission

Any student who has been expelled will be allowed to make application for readmission at any time in accordance with IPS policy and procedure. (See also **Readmission Application Process and Reengagement**, below)

Reporting

Principals will report all long-term suspensions and the reasons therefor to the CEO or designee within twenty-four (24) hours after the imposing the expulsion.

Petition for extension of expulsion

The principal or designee may petition the CEO for authorization to exceed the length of one academic term for a student's expulsion when warranted because of a perceived risk to public health and safety. The petition may be submitted any time after final imposition of the expulsion and prior to the end of the expulsion. The petition will include:

- A detailed description of the student's misconduct, the school rules that were violated, and the public health or safety concerns of IPS;
- A detailed description of the student's academic, attendance and discipline history, if any;
- A description of the lesser forms of corrective action that were considered and the reasons why they were rejected;
- A description of all alternative learning experiences, vocational programs and/or other educational services that may be available to the student;
- The proposed extended length of the expulsion;
- Identification of special education services or accommodations pursuant to Section 504 of the Rehabilitation Act of 1973, if appropriate;
- A proposed date for the reengagement meeting.

A copy of the petition will be delivered in person or by certified mail to the student and his/her parents/guardians in a language they can understand, if other than English, if feasible. The student and/or parents/guardians may submit a written or



oral response to the petition within ten (10) school business days of receipt of the petition.

Within eleven (11) school business days, but no later than twenty (20) school business days from delivery of the petition to the student and parent/guardians, the CEO will issue a written decision granting or denying the petition. The CEO, in his/her discretion, may grant the petition if evidence exists that if a student was to return at or before one calendar year, he/she would pose a risk to public health or safety. The written decision will include a description of rights and procedures for appeal.

The student and/or parents/guardians may appeal the decision within ten (10) school business days of receipt of the decision to the school board.

IPS will report the number of petitions submitted, approved and denied to the office of the superintendent of public instruction annually.

Board option to delegate authority to hear appeals

The board may delegate its authority to hear and decide long-term suspension and expulsion appeals to an IPS disciplinary appeal council established by the board. Members of such councils will be appointed by the board for fixed terms and shall consist of no less than three persons. If such a council is established, the student and/or his/her parents/guardians have the right to appeal the hearing officer decision to the board or the disciplinary appeal council.

Appeal process for long-term suspension and expulsion

If a timely notice of appeal is received, the long-term suspension or expulsion may be imposed during the appeal period if:

- The long-term suspension or **nonemergency** expulsion is imposed for no more than ten (10) consecutive days or until the appeal is decided, whichever is the shortest period.
- Any days that the student is suspended or expelled before the appeal is decided are applied to the term of suspension or expulsion and will not limit or extend the term of the suspension or extend the term of suspension or expulsion; and
- A suspended student who returns to school before the appeal is decided will be provided the opportunity upon return to make up assignments and tests missed by reason of suspension if:
 - o Such assignments or tests have a substantial effect on the student's semester or trimester grade or grades; OR
 - o Failure to complete such assignment or tests would result in denial of course credit.

The board will schedule and hold a meeting to informally review the matter within ten (10) school business days from receipt of such appeal. The purpose of the meeting will be to confer with the parties in order to decide upon the most



appropriate means of handling the appeal. At that time the student, parent/guardian, and/or counsel will be given the right to be heard and will be granted the opportunity to present such witnesses and testimony as the board deems reasonable.

Prior to adjournment, the board will agree to one of the following procedures:

- Study the hearing record or other materials submitted and record its findings within ten (10) school business days; OR
- Schedule and hold a special meeting to hear further arguments on the case and record its findings within fifteen (15) school business days; OR
- Hear and try the case de novo before the board within ten (10) school business days.

Any decision by the board to impose or to affirm, reverse or modify the imposition of suspension or expulsion upon a student will be made only by:

- Those board members who have heard or read the evidence;
- Those board members who have not acted as a witness in the matter; AND
- A majority vote at a meeting at which a quorum of the board is present.

Within thirty (30) days of receipt of the board's final decision, any parent and student desiring to appeal any action upon the part of the board regarding the suspension or expulsion may serve a notice of appeal upon the board and file such notice with the Superior Court Clerk of the County.

Readmission Application Process

Any student who has been suspended or expelled will be allowed to make application for readmission at any time. If a student desires to be readmitted to the school from which he/she has been suspended/ expelled, the student will submit a written application to the principal, who will recommend admission or non-admission. If a student wishes admission to another school, he/she will submit the written application to the CEO. The application will include:

- Reasons the student wants to return and why the request should be considered;
- Evidence which supports the request; AND
- A supporting statement from the parent or others who may have assisted the student.

The CEO will advise the student and parent/guardian of the decision within seven (7) school days of the receipt of such application

Reengagement Meeting and Plan

For any student who has been subjected to a long-term suspension or expulsion, IPS will convene a reengagement meeting with the student and their parent(s)/guardian(s) to discuss a plan to reengage the student. The reengagement meeting does not replace an appeal hearing to challenge the suspension or expulsion, nor does it replace a petition for readmission. Before convening a



reengagement meeting, IPS will communicate with the student and parents to schedule the meeting time and location.

The reengagement meeting must occur:

- Within twenty (20) calendar days of the start of the student's long-term suspension or expulsion, but no later than five (5) calendar days before the student's return to school; or
- As soon as reasonably possible, if the student or parents request a prompt reengagement meeting.

IPS will collaborate with the student and parents to develop a culturally-sensitive and culturally-responsive reengagement plan tailored to the student's individual circumstances to support the student in successfully returning to school.

In developing a reengagement plan IPS must consider:

- The nature and circumstances of the incident that led to the student's suspension or expulsion;
- As appropriate, students' cultural histories and contexts, family cultural norms and values, community resources, and community and parent outreach;
- Shortening the length of time that the student is suspended or expelled;
- Providing academic and nonacademic supports that aid in the student's academic success and keep the student engaged and on track to graduate; and
- Supporting the student parents, or school personnel in taking action to remedy the circumstances that resulted in the suspension or expulsion and preventing similar circumstances from recurring.

IPS must document the reengagement plan and provide a copy of the plan to the student and parents. IPS must ensure that both the reengagement meeting and the reengagement plan are in a language the student and parents understand, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

Behavior Agreements

IPS authorizes staff to enter into behavior agreements with students and parents in response to behavioral violations, including agreements to reduce the length of a suspension conditioned on the participation in treatment services, agreements in lieu of suspension or expulsion, or agreements holding a suspension or expulsion in abeyance.

A behavior agreement does not waive a student's opportunity to participate in a reengagement meeting under WAC 392-400-710, or waive the opportunity to



receive educational services as provided under WAC 392-400-610. The duration of a behavior agreement must not exceed the length of an academic term. IPS is not precluded from administering discipline for behavioral violations that occur after IPS enters into an agreement with the student and parents.

IPS must ensure that any behavior agreement is provided in a language the student and parents understand, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

Exceptions for protecting victims

IPS may preclude a student from returning to the student's regular educational setting following the end date of a suspension or expulsion to protect victims of certain offenses as follows:

- Teacher victim. A student committing an offense under RCW [28A.600.460](#)(2), when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned;
- (2) **Student victim.** A student who commits an offense under RCW [28A.600.460](#)(3), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled.

Prohibition of Harassment, Intimidation and Bullying

The Impact Public Schools' board is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and community members that is free from harassment, intimidation or bullying. "Harassment, intimidation or bullying" means any intentionally written message or image — including those that are electronically transmitted — verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental or physical disability or other distinguishing characteristics, when an act:

- A. Physically harms a student or damages the student's property;
- B. Has the effect of substantially interfering with a student's education;
- C. Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or
- D. Has the effect of substantially disrupting the orderly operation of the school.

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation or bullying.

"Other distinguishing characteristics" can include but are not limited to physical appearance, clothing or other apparel, socioeconomic status and weight.

"Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

Behaviors/Expressions

Harassment, intimidation or bullying can take many forms including, but not limited to, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical or electronically transmitted messages or images.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation or bullying may still be prohibited by other IPS policies or building, classroom or program rules.

Training

This policy is a component of the IPS's responsibility to create and maintain a safe, civil, respectful and inclusive learning community and will be implemented in conjunction with comprehensive training of staff and volunteers.

Prevention

IPS will provide students with strategies aimed at preventing harassment, intimidation and bullying. In its efforts to train students, the IPS will seek partnerships with families, law enforcement and other community agencies.

Interventions

Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the perpetrator, and to restore a positive school climate.

The IPS will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

Students with Individual Education Plans or Section 504 Plans

If allegations are proven that a student with an Individual Education Plan (IEP) or Section 504 Plan has been the target of harassment, intimidation or bullying, the school will convene the student's IEP or Section 504 team to determine whether the incident had an impact on the student's ability to receive a free, appropriate public education (FAPE). The meeting should occur regardless of whether the harassment, intimidation or bullying incident was based on the student's disability. During the meeting, the team will evaluate issues such as the student's academic performance, behavioral issues, attendance, and participation in extracurricular activities. If a determination is made that the student is not receiving a FAPE as a result of the harassment, intimidation or bullying incident, the IPS will provide additional services and supports as deemed necessary, such as counseling, monitoring and/or reevaluation or revision of the student's IEP or Section 504 plan, to ensure the student receives a FAPE.

Retaliation/False Allegations

Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm someone for reporting harassment, intimidation, or bullying.

It is also a violation of IPS policy to knowingly report false allegations of harassment, intimidation, and bullying. Students or employees will not be disciplined for making a report in good faith. However, persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Compliance Officer

The CEO will appoint a compliance officer as the primary IPS contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the IPS.

The CEO is authorized to direct the implementation of procedures addressing the elements of this policy.

Cross References:	2161 - Special Education and Related Services for Eligible Students 3200 - Rights and Responsibilities 3205 - Sexual Harassment of Students Prohibited 3210 - Nondiscrimination 3211 - Transgender Students 3240 - Student Conduct Expectations and Reasonable Sanctions 3241 - Classroom Management, Discipline and Corrective Action
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Legal References:	RCW 28A.300.285 Harassment, intimidation, and bullying prevention policies and procedures — Model policy and procedure — Training materials — Posting on web site — Rules — Advisory committee WAC 392-190-059 Harassment, intimidation and bullying prevention policy and procedure – School Districts.
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Management Resources: Office for Civil Rights Dear Colleague Letter: Responding to
Bullying of Students with Disabilities (OCR 10/21/2014)
2014 - December Issue
2010 - December Issue
2008 - April Issue
2002 - April Issue

Classification: **Essential**

Revised Dates: **04.02; 10.07; 04.08; 12.10; 12.11;12.13; 12.14; 01.15**

SPECIAL EDUCATION AND RELATED SERVICES FOR ELIGIBLE STUDENTS

INTRODUCTION

The purpose of Impact Public Schools' special education program procedures is to address program areas where state and federal regulations require specific local procedures or permit local discretionary choices. Impact Public Schools is a Local Educational Area (LEA) for the purposes of special education.

The state regulations governing implementation of special education services pursuant to the Individuals with Disabilities Education Improvement Act (IDEA) of 2004 are addressed in Chapter 392-172A of the WAC. Impact Public Schools meets the definition of local education agency (LEA) under WAC 392-172A-01115 and, for the purposes of these procedures, is referred to as *LEA*. These procedures do not address all of the requirements established in the regulations. LEA personnel who are not familiar with the regulations need to contact Learning Specialist, or his/her designee, if there are questions regarding special education. These procedures describe how the LEA implements its special education program in accordance with IDEA and Washington Administrative Code (WAC).

FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

The LEA will apply annually for Federal Part B and state special education funding to assist in the provision of special education and any necessary related services. This funding is in addition to students' basic education funding and state special education funding.

The LEA's Board President, in collaboration with Chief Executive Officer, or his/her designee, will annually determine whether to use Early Intervening Services (EIS) funding for students who have not been identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment.

The Chief Executive Officer, or his/her designee, in consultation with building administration staff, shall annually determine whether to use Early Intervening Services (EIS) funding for students who have not been identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

If EIS is used, the LEA shall annually report to the Office of Superintendent of Public Instruction (OSPI) the number of students receiving EIS, and the number of students who received EIS and subsequently received special education and related services under Part B of IDEA during the preceding two-year period.

Services to students eligible for special education enrolled in grades 6 to 12 will be provided without charge to the student. This does not include incidental fees that are normally charged to all students. Special education services will include secondary education and are provided in conformance with the student's Individual Education

Program (IEP).

The LEA provides a continuum of services for students, regardless of the funding source. Where the LEA is unable to provide all or part of the special education or necessary related services, it will make arrangements through contracts with other public or non-public sources, inter-district agreements, or interagency coordination.

The LEA will develop procedures to notify resident school districts when students, ages birth through 21 years, who are eligible for special education services or suspected of having a disability, seek to apply for enrollment at the LEA but do not meet the approved grade eligibility criteria.

STUDENTS COVERED BY PUBLIC OR PRIVATE INSURANCE

The LEA may use Medicaid or other public insurance benefits programs in which a student participates to provide or pay for services required to provide FAPE, as permitted by the public benefits or insurance program. However, the LEA will not:

1. Require parents to sign up for or enroll in public benefits or insurance programs in order for their student to receive FAPE under Part B of the IDEA;
2. Require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim;
3. Use a parent or student's benefits under a public insurance program if that use would:
 - a. Decrease available lifetime coverage or any other insured benefit;
 - b. Result in the family paying for services required after school hours that would otherwise be covered by the public insurance program;
 - c. Increase premiums or result in discontinuation of insurance; or
 - d. Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.

The LEA may access a parent's private insurance proceeds to provide FAPE to an eligible student only if the parent provides informed consent to the LEA. Whenever the LEA proposes to access the parent's private insurance proceeds, the LEA will:

1. Obtain parent consent in accordance with Chapter 392-172A WAC each time the LEA wishes to access benefits for a new procedure; and
2. Inform the parents that their refusal to permit the LEA to access their insurance does not relieve the LEA of its responsibility to ensure that all required services are provided at no cost to the parents.

Before first accessing a parent's or student's public benefits for the first time and annually after the first notification, the LEA will provide written notification using the prior written notice provisions under WAC 392-172A-05010(3) that includes:

1. a statement of the parental consent provisions;
2. a statement of the "no cost" provisions;
3. a statement that the parents may withdraw their consent to disclose personally identifiable information to the agency responsible for administering the state's public benefits or insurance program at any time; and

4. a statement that a parent's withdrawal or refusal to consent does not relieve the LEA of its responsibility to ensure that all required services are provided at no cost to the parents.

After providing the required notification, the LEA will obtain written informed consent from the parent allowing the LEA to disclose information from the student's educational records to the agency responsible for administering the state's public benefits or insurance programs. The consent will specify:

1. The personally identifiable information that may be disclosed, such as records or information about the services that may be provided to the student;
2. The purpose of the disclosure;
3. The agency to which the disclosure will be made; and
4. That the parent understands and agrees that the public agency may access the parent's or student's public benefits or insurance to apply for services under the act.

To avoid financial cost to parents who would otherwise consent to use private insurance, or public benefits or insurance if the parent would incur a cost such as a deductible or co-pay amounts, the LEA may use its Part B funds to pay the cost the parents would incur.

The Learning Specialist, or his/her designee is responsible for providing the required notices and requests for consent to parents under this section.

PARENT PARTICIPATION IN MEETINGS

The LEA encourages parental involvement and sharing of information between LEA and parents to support the provision of appropriate services to its students. As used in these procedures, the term "parent" includes biological and adoptive parents, legal guardians, persons acting in the place of a parent, such as relatives and stepparents, foster parents, persons appointed as surrogate parents, and adult students.

Parents (and, as appropriate, students) will be provided the opportunity to participate in any meetings with respect to the identification, evaluation, educational placement, and provision of a FAPE.

When a meeting is scheduled parents will be:

1. Notified of the meeting early enough that they will have an opportunity to attend; and
2. Notified of the purpose, time, and location of the meeting and who will be in attendance.

When the meeting is to address the IEP or placement:

1. The parent will be notified that the LEA or the parent may invite others who have knowledge or special expertise of the student; and
2. The meetings will be scheduled at a mutually agreeable time and place.

The LEA will take whatever action is necessary to ensure that the parent understands the proceedings of the IEP team meeting, including any arranging for an interpreter

for parents with deafness or whose native language is other than English.

The staff person responsible for inviting the parents to meetings will keep documentation of the information provided and the methods used to notify the parents of the meeting. The LEA may proceed with the IEP or placement meeting if the LEA is not able to convince the parent to attend. In this case, the LEA will document its attempts to arrange the meeting. This documentation will include records of telephone calls and the results, copies of correspondence sent to the parent and/or other means used to contact the parent and any responses received, and records of visits made to the parent's home or place of employment and the results of those visits. This documentation will be kept in the student's special education file.

The Learning Specialist, or his/her designee, is ultimately responsible for notification, form use, and other arrangements as required for compliance. Learning Specialist, or his/her designee, may designate the responsibility, in writing, to other team members.

If the parent(s) cannot attend the IEP or placement meeting but wishes to participate, the LEA will arrange for other means to participate. This can include individual or conference phone calls, video, or other means of conferencing.

A meeting does not include informal or unscheduled conversations involving LEA personnel; conversations on issues such as teaching methodology, lesson plans, coordination of service provisions; or preparatory activities that LEA personnel engage in to develop a proposal or a response to a parent proposal to be discussed at a later meeting.

IDENTIFICATION AND REFERRAL (CHILD FIND)

IDENTIFICATION

The purpose of Child Find is to locate, evaluate, and identify children with suspected disabilities in need of special education services including those who are not currently receiving special education and related services and who may be eligible for those services. Activities are to reach:

1. Children enrolled in the LEA;
2. Children who have contacted the LEA regarding Child Find;
3. Highly mobile children (such as homeless, foster care and migrant children);
4. Children who have a disability and may need special education services, even though they are advancing from grade to grade; and,
5. Children at home or home-schooled if enrolled in the LEA.

The LEA reaches students who may be eligible for special education services through:

1. Notification to parents of Child Find activities in its registration packet;
2. Information regarding Child Find on the LEA's website;
3. Posting notices regarding screening and referral in school building
4. Coordination with other public and private agencies and practitioners;
5. Written information provided to LEA staff on referral procedures;
6. Training teachers and administrators on referral/evaluation/identification

- procedures; and
7. Review of student behavior, discipline and absentee information, and information gathered from LEA-wide assessment activities.

When LEA staff have concerns that a student may have a suspected disability, which could result in eligibility for special education services, they will notify the Learning Specialist, or his/her designee, or another member of the special education department.

REFERRAL

A student enrolled at the school may be referred for a special education evaluation by parents, LEA staff, or other persons knowledgeable about the student. The Executive Director will designate a person responsible for ensuring that LEA staff understands the referral process. Referrals are required to be in writing unless the person referring is unable to write. A person who makes a referral orally should be asked to either make the referral in writing or go to the main office of the building for assistance in making the referral.

After a referral is received and documented, the LEA must determine whether or not to evaluate the student for eligibility for special education services within 25 school days (WAC 392-172A- 03005).

The LEA will develop procedures to notify resident schools of the referral when students who are suspected of having a disability seek to apply for enrollment in the school but do not meet the approved grade eligibility criteria.

All certificated employees will document referrals immediately upon a referral being made to or by them. All other staff receiving a referral from another person shall notify the Executive Director or evaluation team leader. The special education department (a) records the referral; (b) provides written notice of the referral to the parent; and (c) advises personnel to collect and review LEA-generated data and information provided by the parent to determine whether evaluation is warranted.

During the referral period, the evaluation team members will collect and review existing information from all sources, including parents. Examples may include:

1. Child's history, including developmental milestones;
2. Report cards and progress reports;
3. Individual teachers' or other providers' information regarding the child, including observations;
4. Assessment data;
5. Medical information, if provided; and
6. Other information that may be relevant to assist in determining whether the child should be evaluated.

If the review of data occurs at a meeting, the parent will be invited. The Learning Specialist, or his/her designee, will provide written notice to the parents of the decision regarding evaluation, whether or not the parents attend the meeting.

Recommendations regarding evaluation are forwarded to the Learning Specialist, or his/her designee, or the special education department.

After the Learning Specialist, or his/her designee, reviews the request for evaluation and supporting data and does not suspect that the child has a disability, the LEA may deny the request. In this case, written notice, including the reason for the denial and the information used as the basis for the denial, must be provided to the parent.

If the determination is that the child should be evaluated, the reviewers will include information about the recommended areas of evaluation, including the need for further medical evaluation of the student, if appropriate. This information will assist the LEA in providing parents prior written notice and will aid in selecting appropriate evaluation group members. The Learning Specialist, or his/her designee, is responsible for notifying parents of the results using prior written notice. When the determination is that the child will be evaluated, parent consent for evaluation and consent for release of appropriate records will be given to the parent with the notice at the meeting or sent to the parent.

The Learning Specialist, or his/her designee, will seek parental consent to conduct the evaluation. The LEA is not required to obtain consent from the biological parent if:

1. The student is a ward of the state and does not reside with a parent;
2. The parent cannot be located, or their rights have been terminated; or
3. Consent for an evaluation is given by an individual appointed to represent the student.

When the parent provides consent, the LEA shall select an evaluation group. The evaluation group is to complete the evaluation within 35 school days after the LEA receives parent consent, unless:

1. The parents and LEA agree in writing to extending the timeline;
2. The parent fails or refuses to make the student available for the evaluation; or
3. The student enrolls in another LEA after the evaluation is begun but before completion and the parent and new LEA have an agreement for completion of the evaluation.

If a parent does not provide written, informed consent for the evaluation, notify the special education department. LEA staff will make a determination as to whether it wishes to use mediation to seek agreement to evaluate or file a due process hearing to override the parent's refusal to consent. The LEA may not override a parent's refusal to consent for an evaluation if the student is homeschooled or is unilaterally placed in a private school. If the parent does not provide written informed consent and the LEA does not use mediation or due process, the Learning Specialist, or his/her designee, will provide the parent with prior written notice informing the parent that the LEA cannot proceed with the evaluation to determine eligibility and is not responsible for providing special education and related services without an initial evaluation to determine eligibility.

Evaluation of Students Moving from Part C to Part B and Participation in Transition Planning Conferences

Procedures regarding students moving from Part C to Part B are not required for the LEA. Procedures will be developed if required by revisions to ECW 28A.710 Charter Schools' regulations.

EVALUATION REQUIREMENTS

The purpose of the evaluation is to collect information about a student's functional, developmental, and academic skills and achievements from a variety of sources, in order to determine whether a student qualifies for special education and related services, and to develop an IEP. This process shall include information provided by the parent. All information gathered in this process is reviewed by the IEP team or another group consisting of qualified professionals.

The evaluation must be an individual assessment designed to determine:

1. Whether the student is eligible for special education and any necessary related services; and,
2. The nature and extent of special education and related services needed by the student, including information related to enabling the child to be involved in and progress in the general education curriculum.

The LEA's special education department shall select the members of the evaluation group. Members selected must be knowledgeable about the student and the areas of suspected disability. Qualifications of a group member include having the appropriate professional license or certification and may include outside practitioners when necessary. When assessing for specific learning disabilities, the parent and a group of qualified professionals must be part of the group. If the student requires a medical evaluation in order to determine eligibility, the LEA will coordinate with the parents to arrange for the evaluation at LEA expense or through the use of public or private insurance if the parent consents to allow the LEA to use the insurance.

There are several legal requirements for conducting evaluations. Evaluation procedures or materials must be free of racial, cultural, or sexual/gender bias and they must be used for the purpose for which they are valid and reliable. Tests must be appropriate for the student's age and developmental level. Tests should be administered in the native language of the student or conducted in the mode of communication most familiar to the student. If it appears to be clearly not feasible to conduct a procedure or test in the mode of communication most frequently used by the student, the IEP team will contact the Learning Specialist, or his/her designee, to develop an individualized strategy for valid evaluation of the student's skills. The inclusion of parents in this collaboration is desirable.

Specific areas to be included in the evaluation are determined by the Learning Specialist, or his/her designee, and other qualified professionals, as appropriate, as part of a review of existing data concerning the student. The evaluation does not rely on one source or procedure as the sole criterion for determination and should include:

1. Review of existing data, including corresponding response to scientific research-based intervention documentation;
2. Relevant functional and developmental information;
3. Information from parents;

4. Information from other providers;
5. Information related to enabling access to and progress within the general education curriculum and assisting in determining whether there is a disability and the content of the IEP;
6. Current classroom-based evaluations, using criterion-referenced and curriculum-based methods, anecdotal records and observations;
7. Teacher and related service providers' observations; and
8. Testing and other evaluation materials, which may include medical or other evaluations when necessary.

All current evaluation data as well as data previously reviewed by the team must be considered. Professional members of the evaluation team need to be familiar with qualifying disability definitions and criteria in federal and state rules.

This review of existing data may be in the form of a meeting of IEP team members, or may be conducted without a meeting. It includes data provided by parents, data gathered in the general education classroom or data from state and local assessments. The data may provide information about the student's physical condition, social or cultural background, and adaptive behavior.

When additional assessments are necessary, the group members have the responsibility of selecting, administering, interpreting and making judgments about evaluation methods and results, and ensuring that the tests and assessments are administered by qualified personnel in accordance with the instructions of the test producer. The gathering of additional data in combination with existing data must be sufficiently comprehensive to address all areas of the suspected disability and any special education needs, whether linked to the disability category or not. If the IEP Team determines that no additional data are needed, the IEP team will notify the student's parent of that determination and the reasons for it, and inform them of their right to request additional assessments. The LEA will follow the evaluation procedures outlined in WAC 392-172A.

Parents and LEA staff are encouraged to work toward consensus, but the LEA has the ultimate responsibility to determine whether the student has a disability or not. The Learning Specialist, or his/her designee, will provide the parent with prior written notice of the eligibility decision, as well as a copy of the evaluation report. If the parent disagrees with the eligibility decision they will be informed of the dispute resolution options described in the procedural safeguards.

SPECIFIC LEARNING DISABILITY

The LEA continues to use the severe discrepancy approach for identifying students with an SLD.

EVALUATION OF TRANSFER STUDENTS

If a student transfers into the LEA while an evaluation process is pending from the other LEA, the special education department is responsible for determining the status of evaluations conducted to date and making a determination as to whether the evaluation can be completed within the 35 school day timeline from the date the parent

provided consent. If the determination is that additional time will be needed, The Learning Specialist, or his/her designee, will notify the parent and obtain the parent's agreement to establish a new timeline.

ELIGIBILITY

The evaluation group and the parent will determine whether or not the student qualifies for special education and related services.

1. A student is not eligible if the determinant factor is lack of appropriate instruction in reading or math, based upon the state's grade level expectations or limited English proficiency.
2. Eligibility may be determined by documented professional judgment when:
 - a. Properly validated tests are unavailable; or
 - b. Corroborating evidence indicates that results were influenced due to measuring a disability.

The parent will be provided with a copy of the evaluation report and the documentation of determination of eligibility.

Parents will also be provided with prior written notice of the eligibility decision within ten school days of the decision. The special education department is responsible for sending the notice.

Students remain eligible for special education services until one of four events occur:

1. The student is determined through a reevaluation to no longer be eligible for special education;
2. The student has met the LEA's graduation requirements;
3. The student has reached age 21. A student whose 21st birthday occurs after August 31, will continue to be eligible for special education and any necessary related services for the remainder of the school year; or
4. The student no longer receives special education services based upon a parent's written revocation of services.

When a student eligible for special education is expected to graduate prior to age 21, or when graduation is part of the transition plan, the IEP team will document a student's progress towards achieving course credits towards graduation on the transition portion of the IEP. The LEA will provide prior written notice to parents and adult students that the student is expected to graduate and will no longer be eligible for special education services. The LEA will also provide the parents and student with a summary of academic achievement and functional performance and recommendations to assist the student with postsecondary goals.

More information on granting high school graduation credits for students with disabilities can be found in LEA's Administrative Procedures regarding WAC 180-51-115.

EVALUATION REPORT

Each person conducting an assessment of the student will specify the procedures and instruments used and their results and the significance of findings related to the student's instructional program, including a specification of the factors interfering with performance and the special education and related services needed.

The evaluation group will determine who is most appropriate to develop the evaluation report reflecting the evaluation information. This will be completed before the conclusion of the evaluation period and will, at a minimum:

1. Identify the disability which requires special education and related services, if a disability exists;
2. Discuss assessments and review data supporting conclusions regarding eligibility;
3. Include the additional information required for the specific learning disability eligibility category, if appropriate;
4. Describe how the disability or disabilities adversely impact the student's involvement and progress in the general curriculum;
5. Make recommendations to the IEP team with respect to special education and related services needed, materials or equipment, instructional and curricular practices, student management strategies, the need for extended school year services beyond 180 school days and location of services;
6. Include other information, as determined through the evaluation process and parent input;
7. Provide any necessary professional judgments and the facts or reasons in support of the judgments;
8. Be signed and dated by the evaluation group members certifying their agreement. Any group member who disagrees with the conclusions will prepare a statement presenting the conclusion; and
9. The special education department is responsible for notifying parents of the date, time, and location of evaluation meetings by following the procedures in the parent participation section.

REEVALUATION OF STUDENTS

A reevaluation of a student receiving special education or related services is conducted if academic achievement and functional performance has improved to warrant a reevaluation, if the IEP team suspects that the student may no longer be a student with a disability, or if the child's parent or teacher requests a reevaluation. A reevaluation does not occur more than once per year, unless parent and school agree otherwise. A reevaluation must occur at least once every three years, unless parent and school staff agree that a reevaluation is unnecessary. An agreement that an evaluation is unnecessary will be confirmed in writing to the parent. The Learning Specialist, or his/her designee, will schedule a review of this determination and notify the special education department.

As part of any reevaluation, the IEP team members and other professionals the LEA determines appropriate will review existing data that include evaluations and information provided by the parents; current classroom-based assessment, local, or state assessments, and classroom based observations; and observations by other teachers and related service providers' data. Based on the review, the team will

determine whether any additional data are necessary to determine:

1. Whether the student continues to be eligible for special education and related services;
2. The present levels of performance and educational needs; and
3. Whether any additions or a modification at the student's special education and related services are needed.

This review can occur with or without a meeting or through individual review. If the IEP team members and any other qualified professionals reviewing the data determine that no further data are needed to determine whether the student continues to be eligible for special education services and to determine the student's educational needs, the LEA will notify the parents of this determination, including the reasons for the determination, using prior written notice, and will inform parents that they have the right to request assessments if they disagree with the determination that additional testing is not necessary. Parent consent is not required if the reevaluation does not require additional testing:

- a. If additional testing is needed, the LEA will request written parental consent for reevaluation and provide prior written notice identifying the areas of assessment.
- b. If the parents do not return the signed consent form, the LEA shall send another letter explaining the need for reevaluation and parent consent and will enclose another consent form and a copy of the prior written notice. In addition, the LEA will document its reasonable attempts to obtain consent such as telephone calls, e-mails, personal contact, and other efforts.
- c. If the parents do not respond to the request for consent, and the LEA has documented its responsible attempts to obtain consent, the LEA can proceed with the reevaluation; and
- d. If the parents refuse to consent to the reevaluation, the evaluation group will notify the Learning Specialist, or his/her designee, so that the LEA can determine whether it will seek mediation in order to obtain consent, or request a due process hearing to ask an administrative judge to override the parents' refusal to consent.

Parent consent for reevaluation is not required before the review of existing student data or when administering a test or other evaluation that is administered to all students, unless consent is required of parents of all students before administration of that test or evaluation.

After the reevaluation is completed, the special education department will invite the parents to the eligibility meeting and will provide prior written notice after the meeting of the results of the reevaluation in the primary language of the parents, indicating one or more of the following:

1. Whether the student continues to be eligible for and in need of special education;
2. Present levels of performance and educational needs of the student; and
3. Whether any additions or modifications to special education and related

services are needed to enable the student to meet IEP annual goals and to participate, as appropriate, in the general curriculum.

This notice will occur within ten (10) school days of the eligibility decision. The special education department is responsible for sending the notice.

REEVALUATION AND GRADUATION

No reevaluation is required when special education eligibility terminates due to graduation from high school with a regular diploma or due to reaching the end of the school year during which the student turned 21. Instead, the LEA will provide prior written notice one month prior to the student's anticipated last day of school to the student and the parent and the IEP team will provide the student with a summary of academic achievement and functional performance including recommendations on how to assist the student in meeting post-secondary goals. This summary will be provided to the student at the end of the school year. The Learning Specialist, or his/her designee, is responsible for assuring that the IEP team completes the Summary of Academic Achievement and Functional Performance.

INDEPENDENT EDUCATIONAL EVALUATIONS (IEE)

Parents of students eligible for special education, students referred for special education and determined to not be eligible, or students determined not to need an evaluation have a right to obtain an Independent Educational Evaluation (IEE) at public expense each time the LEA conducts an evaluation of the student.

When parents request an IEE, the LEA must decide within 15 calendar days whether or not it agrees to provide it. Any parent request for an independent evaluation should be immediately referred to the Learning Specialist, or his/her designee. The Learning Specialist, or his/her designee, will review the request and determine whether or not the request is warranted. If the LEA agrees to provide an IEE, arrangements will be made promptly. If the LEA denies the request to pay for an IEE, it must file for a due process hearing within 15 calendar days of the parent's request. The LEA may request mediation as an option after filing the due process hearing. If the parents withdraw their request for an IEE, the due process hearing can be dismissed.

When a parent requests an IEE, the LEA must provide parents a list of LEA criteria and evaluators. If the LEA initiates a hearing and a decision is made that the LEA's evaluation is appropriate, the

parent still has the right to an IEE but not at public expense. A parent is only entitled to one IEE at public expense each time the LEA conducts an evaluation with which the parent disagrees.

If the parent obtains an IEE at either public or private expense, any results of the IEE must be considered by the LEA in providing FAPE. The IEE may also be presented as evidence at a hearing regarding the student.

IEE CRITERIA

The following criteria are established for the selection of an individual to conduct an IEE at public expense. These criteria are established in order to identify the

knowledge, experience, and qualifications of individuals selected to conduct the evaluations. Any individual selected to conduct either an LEA evaluation or an IEE must be:

1. Licensed, credentialed or otherwise qualified within the state of Washington or state of residence/practice to perform an evaluation in the specific professional discipline for which an independent evaluation is sought;
2. Knowledgeable and experienced in evaluating children with similar disabilities;
3. Geographically located within the state of Washington
4. Available to the LEA at a maximum fee which does not exceed by more than 25% the prevailing average for similar evaluations within the state of Washington.

Exceptions to the criteria will be granted only when it can be shown that the unique circumstances of the child or the disability:

1. Make it impossible to identify anyone within the state of Washington who holds the appropriate credentials or experience necessary to conduct the evaluation; or
2. Require a specialized evaluator whose fee exceeds the prevailing average by more than 25%; or
3. Include factors which would warrant an exception in order to obtain an appropriate evaluation.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

IEP DEVELOPMENT

The IEP is the written statement reflecting the implementation of instructional programs and other services for students receiving special education services based on the evaluation and student-specific needs.

An IEP must be in effect before initiation of special education services. The IEP must be developed within 30 calendar days after the student's initial determination of eligibility for special education services. IEPs must be updated annually, or revised more frequently if needed to adjust the program and services.

Parent consent is required before the initial provision of special education services. If a parent refuses to consent to the provision of special education services, the LEA may not use mediation or due process to override a parent's refusal. When a parent refuses to provide consent, the Learning Specialist, or his/her designee, will notify the parent that the LEA does not have a FAPE obligation to the student. The notification will be documented in the student's file.

The LEA will maintain a copy of the current IEP which is accessible to all staff members responsible for providing education, other services, or implementation of the IEP. All staff members will be informed of their responsibilities for its implementation. This includes not only teachers and other service providers, but also bus drivers, playground and lunchroom supervisors, nursing staff, and others who may be responsible for the proper implementation. The Executive Director is responsible for ensuring that staff

members are knowledgeable about their responsibilities.

IEPs will be implemented without undue delay following IEP meetings, regardless of the payment source for special education and or related services.

Parents are members of the IEP team and will have the opportunity to participate fully. The LEA will make sure that the parents understand the proceedings, including arranging for an interpreter for parents who are deaf or whose native language is other than English. The LEA will also ensure that meeting locations are accessible. The special education department is responsible for coordinating interpreters and making arrangements for the meeting location.

The LEA will provide parents/guardians with a copy of the LEA's Required *Notification of Isolation or Restraint of Students with IEPs or Section 504 Plans* policy when the student's IEP is created.

The IEP team includes:

1. The parents of the student;
2. Not less than one general education teacher of the student if the student is, or will be, participating in the general education environment;
3. Not less than one special education teacher, or if appropriate, not less than one special education provider of the student;
4. A representative of the LEA, who is qualified to provide or supervise the provision of special education and related services, is knowledgeable about general education curriculum, and is knowledgeable about the availability of LEA resources;
5. An individual who can interpret the instructional implications of the evaluation results;
6. Any other individuals who have knowledge or special expertise about the student. These individuals may be invited by both the LEA and the parents, at the discretion of the person making the invitation;
7. The student, when appropriate, or when required;
8. Students must be invited when the purpose of the meeting includes discussion of postsecondary goals and the transition needs or services;
 - a. If the student does not attend an IEP meeting regarding postsecondary goals and transition needs, the LEA will take other steps to ensure the student's preferences and interests are considered.
9. If another agency is or may be responsible for payment or provision of transition services, an agency representative will be invited, with the parent's consent. If the agency representative cannot attend the meeting, LEA personnel will keep the representative informed of the meeting and obtain agency information that will assist in the service provision.
10. As applicable, parents will be notified of the participation of the Part C service coordinator or other designated representatives of the Part C system as specified by the state lead educational agency for Part C at the initial IEP meeting for a student previously served under Part C of IDEA.

The parents and LEA must agree in writing before any of the above team members are

excused from all or part of a meeting. If a team member's area of the IEP is being discussed or modified, then the parent and LEA must consent to their excusal; and that specific team member must provide advanced written input for their part of the IEP prior to the meeting. In the event a team member whose area is being discussed or modified is unable to attend, the team member must contact the Learning Specialist, or his/her designee, in writing and provide any and all information, recommendations, and comments in writing to be reviewed at the meeting.

When an IEP meeting is scheduled, the Learning Specialist, or his/her designee, will schedule the meeting at a mutually agreeable time between the LEA and the parent, and early enough that the parents will have an opportunity to attend. The Learning Specialist, or his/her designee, will notify the parents in writing of the purpose of the meeting, time and location of the meeting and who will be in attendance. The parent will be notified that the LEA or parent may invite others who have knowledge or special expertise of the student. Existing team members may fill more than one of these roles if they meet the criteria for the role.

Sometimes parents do not attend IEP meetings. There will also be times the parents do not agree with the IEP as proposed and, despite attempts to reach agreement on IEP content, the team does not reach agreement. If a parent attends the IEP meeting and agreement is not reached on the IEP, the team will determine whether another IEP meeting should be scheduled as soon as mutually possible, or whether there is enough information to complete the IEP. When the decision is made that the IEP will be implemented, the LEA must send prior written notice of the decisions reached to the parent, including the date the IEP will be implemented.

When the parents do not attend the IEP meeting, despite the LEA's efforts to ensure participation, or if the team does not reach agreement, it is the LEA's obligation to offer an appropriate educational program:

1. Have IEP members present sign the IEP (or document participation if any member is unwilling to sign);
2. Send a copy to the parent, and provide the parent prior written notice that the LEA intends to implement the IEP; and
3. Forward the documentation of actual or attempted contacts to the special education department for processing when parents do not attend the meeting.

When making changes to an IEP after the annual IEP meeting for a school year, the parent and the LEA may agree not to convene an IEP meeting for the purpose of making changes. The parent and the LEA must complete a written document indicating the changes and inform IEP team members and appropriate individuals of the changes. If the parent requests that the LEA revise the IEP to include the amendments, the Learning Specialist, or his/her designee, will revise the IEP.

IEP PREPARATION AND CONTENT

IEP teams will consider the recommendations in the most recent evaluation to develop the IEP. In developing the IEP, the team should consider:

1. The strengths of the student including the academic, developmental and

functional needs of the student; the results of the initial or most recent evaluation of the student; and the concerns of the parents for enhancing the education of their child;

2. Whether a behavior plan, including positive behavioral interventions and supports should be considered;
3. Whether a student with limited English proficiency has language needs;
4. Whether Braille instruction is appropriate for a student who is blind or visually impaired;
5. Whether a student has other language and communication needs, including the communication needs of students who are deaf or hard of hearing; and
6. Whether assistive technology devices or services are needed.
7. Emergency Response Protocols, if determined necessary by the IEP Team for the student to receive FAPE and parents provide consent. Emergency response protocols must meet the requirements stated in WAC 393-172A-02105.
8. A behavioral intervention plan (BIP), if determined necessary by the IEP Team for the student to receive FAPE. The BIP must meet the requirements stated in WAC 392-172A-01031

IEP content includes:

1. The student's present levels of academic and functional performance with a description of how the disability(ies) affects the student's involvement and progress in the general education curriculum;
2. Measurable academic and functional annual goals for the student (including benchmarks or short term objectives in subject areas in which the student is participating in alternate assessments) that will meet the student's needs resulting from the disability(ies) to enable involvement and progress in the general curriculum, and will meet the student's other educational needs;
3. A statement of special education services, any necessary related services, and supplementary aids and services based on peer-reviewed research to the extent practicable to be provided to the student, including program modifications or supports for personnel so that the student may advance towards annual goals, progress in the general curriculum and be educated and participate with other students, regardless of disability status, and participate in extracurricular and other nonacademic activities;
4. A statement of the extent, if any, that the student will not participate with non-disabled students in general education classrooms, extracurricular and non-academic activities;
5. A statement of any individual appropriate accommodations in the administration of state or LEA-wide assessments of student achievement that are needed to measure academic achievement and functional performance of the child. If the team determines that the student will not participate in a particular assessment, the IEP will address why the student cannot participate in the regular assessment(s) and why the particular alternative assessment is appropriate for the child;
6. The date for the beginning of special education and related services and the anticipated frequency, location and duration of services and modifications;
7. A statement of how the LEA will measure the student's progress towards annual goals, how the student's parents will be regularly informed of their

child's progress towards the annual goals, and whether the progress is sufficient to enable the student to achieve the goal by the end of the year. Measurement of the student's progress will be based on the data collected as designated on the IEP. The individual responsible for implementing the goal is responsible for maintaining the data used to measure progress. Information to the parents can be provided at the same time the LEA issues progress reports or report cards, or other agreed times as identified in the IEP;

8. With an IEP that is in effect when the child turns 16, or sooner if the IEP team determines it is appropriate, and updated annually thereafter, a statement of needed transition services and any interagency responsibilities or needed linkages. The transition component must include appropriate measurable postsecondary goals based on age appropriate transition assessments related to training, education, employment and independent living skills where appropriate; and the transition services (including courses of study) needed to assist the child in reaching those goals;
9. The procedures by which parents/guardians will be notified of the use of restraint or isolation or a restraint device on their student. The LEA will follow the documentation and notification procedures required under ESHB 1688 and SHB 1240. A copy of the LEA's policy on use of isolation and restraint will be provided to parents of students eligible for special education.
10. A statement that the student has been informed of the student's transfer of rights at the age of majority. The Learning Specialist will provide prior written notice to the student one year prior to student turning 18 years of age; and
11. Extended school year (ESY) services. The consideration for ESY services is a team decision, based on information provided in the evaluation report and based on the individual needs of a student. ESY services are not limited by categories of disability, or limited by type, amount, or duration of the services. If the need for ESY services is not addressed in the IEP and ESY services may be appropriate for the student, the IEP team will meet to address the need for ESY by May 15. Factors for the team to consider when determining the need for ESY may include, but are not limited to: 1) Evidence of regression or recoupment time based on documented evidence; or 2) A documented determination based on the professional judgment of the IEP team including consideration of the nature and severity of the student's disability, the rate of progress, and emerging skills.

TRANSFER STUDENTS

Students who transfer from one LEA to another within the state continue to be eligible for special education and any necessary related services. When an eligible student with an existing IEP transfers into the LEA, the Director of School Operations or their designee will notify the special education department.

The Learning Specialist, or his/her designee, and Executive Director in consultation with parents, will review the student's IEP to ensure the LEA provides services comparable to those in the previous IEP until the LEA adopts the previous IEP or develops, adopts and implements a new IEP.

When a student who was identified as eligible for special education transfers from out

of state into the LEA, the Director of School Operations or Principal will notify the special education department as soon as possible. The special education department will review the evaluation, eligibility documentation, and IEP to determine whether or not the student meets state eligibility criteria. If the student meets the state eligibility criteria, the evaluation team leader will follow the procedures described in the previous paragraph to provide comparable services until the LEA develops an IEP for the student.

If the student needs to be evaluated to determine eligibility in this state, the special education department will notify the parents, obtain consent, and evaluate the student for eligibility within 35 school days of receipt of the parent's consent. The LEA, in consultation with the parents, will continue to provide special education services comparable to the services on the student's IEP pending the results of the initial evaluation.

The LEA must take reasonable steps to promptly obtain records, including IEP supporting documents and any other records related to special education or related services from the previous school. The Learning Specialist, or his/her designee, are responsible for obtaining records and ensuring follow-up if the records are not provided.

PLACEMENTS OF STUDENTS

No student may receive special education and related services without being determined eligible for services, and thus the evaluation process and IEP development precedes the determination of the special education placement. When a student has been evaluated and the evaluation team and parent have determined student eligibility and the need for special education and related services, programming decisions must occur. These decisions are made on the basis of information generated through the evaluation and IEP processes. The actual program is considered within the context of the least restrictive environment (LRE) and the continuum of placement alternatives (reviewed below).

When determining initial eligibility for special education, including determination of the appropriate placement, the parent or adult student must provide written consent for services before their initiation. If the parents do not consent to the provision of special education and related services, the LEA will not provide special education services to the student. The LEA will notify the parents that the student is eligible for services and that the LEA is willing to provide the services when the parent provides written consent. The notification will also inform parents that the LEA has no FAPE obligation to the student when parents refuse to provide consent.

LEAST RESTRICTIVE ENVIRONMENT (LRE)

When program decisions are addressed by the IEP team, proper consideration must be given to the LRE. Within the educational setting, the student should be placed, whenever possible:

1. In the school the student would normally attend; and
2. With non-disabled students in the general educational setting to the maximum

extent possible.

Special classes, separate schools, or removal of students with disabilities from the general education environment occurs only when the nature or severity of the disability is such that education in the general education classroom with use of supplementary aids and services cannot be satisfactorily achieved.

If the IEP team believes that the student will not be successful within the general education classroom, the team will consider:

1. The educational benefits of full-time placement in a regular classroom;
2. The non-academic benefits of such a placement;
3. The effect the student will have on the teacher and other students in the regular classroom; and
4. The costs of placing the student in the regular classroom.

The degree to which the student is to be integrated into the general classroom setting is dependent upon the identified needs of the student. This placement is to occur unless the nature of the needs are so severe that this cannot be satisfactorily achieved, even with supplementary aids and services.

Within the nonacademic setting, students will be provided nonacademic and extracurricular activities with non-disabled students. Limits on nonparticipation or conditions of participation must be designated in the IEP. The LEA will also make opportunities available for students eligible for special education to participate with non-disabled students in the LEA's music, PE, and computer science classes, as well as any unique elective to be offered in the future.

Within the LEA, a continuum of alternative placement options exist including classes, resource rooms, self-contained settings, home-bound and out-of-LEA provisions. These options are intended to address the individual needs of students and they are considered according to the following process:

- the placement of each student with a disability will be determined annually, or sooner if appropriate, by the IEP team.; and
- the appropriateness of placement options will be based on various decisions including:
 1. Data-based judgments in IEP development;
 2. Data-based judgments in determining LRE;
 3. The reasonable probability of the placement option(s) assisting the student to attain annual goals and the quality of services needed; and
 4. The consideration of potentially harmful effects upon the student or on the quality of services needed.

Placement options along the continuum must include alternative placement options identified in the definition of special education and must make provisions for supplementary services, such as itinerant instruction, to be provided in concert with the general education placement.

Students Unilaterally Enrolled in Private Nonprofit Schools by Parents

Procedures regarding students unilaterally enrolled in private nonprofit schools by parents are not required for the LEA. Procedures will be developed if required by revisions to ECW 28A.710 Charter Schools' regulations.

PROCEDURAL SAFEGUARDS

A. CONSENT

The LEA will obtain informed, written parental consent before:

1. Conducting an initial evaluation;
2. Providing initial special education and related services to a student; and
3. Conducting a reevaluation if the reevaluation includes administration of additional assessments.

Parental consent is not required to review existing data as part of an evaluation or reevaluation, or to administer a test or other evaluation that is administered to all students, unless consent is required of all students' parents for that particular test or evaluation.

Informed consent means that the parent:

1. Has been fully informed of all information that is relevant to the activity for which the LEA is asking consent, and that the information is provided in his or her native language or other mode of communication;
2. Understands and agrees in writing to the activity for which consent is sought and the consent describes the activity and lists any records which will be released and to whom; and
3. Understands that the granting of consent is voluntary and may be revoked at any time. If consent is revoked, the revocation does not negate an action that has occurred after the consent was given and before the consent was revoked.

The LEA may not use a parent's refusal to consent to one service or activity to deny the parent or child any other service, benefit, or activity of the LEA.

If the LEA is unable to obtain a parent's consent, the LEA may use mediation procedures to obtain a parent's consent or request a due process hearing asking the administrative law judge to override the parent's refusal to consent to an evaluation or reevaluation. The LEA may not request a due process hearing to override a parent's refusal to consent to initial special education services. The LEA may not use mediation or due process procedures to override a parent's refusal to consent to an evaluation or reevaluation if the student is homeschooled or enrolled in a private school.

B. REVOCATION OF CONSENT

Parents may revoke consent for the continued receipt of special education and related services. If parents revoke consent, the staff member receiving the revocation will forward the revocation to the Learning Specialist, or his/her designee.

Upon receipt of the parent's written notice of revocation, the Learning Specialist, or his/her designee, will provide prior written notice a reasonable time before the LEA

stops providing services. The notice will include information about the effect of revocation and will inform the parent of the date the LEA will stop providing special education and related services.

Discontinuation of special education and related services in response to the parent's written revocation will not be in violation of FAPE and eliminates the LEA's requirement to convene an IEP meeting or develop an IEP. However, the LEA does have a continuing Child Find duty, and staff will follow referral procedures if they believe the student should be referred for special education. In addition, parents may request that the LEA conduct an initial evaluation for eligibility for special education services after they have revoked consent for continued services.

C. NOTICE OF PROCEDURAL SAFEGUARDS

In addition to protections provided to parents of eligible students, parents also have procedural safeguard protections when a student's identification, evaluation, or placement is at issue. The LEA will provide a copy of the procedural safeguards notice to the parents and adult student a minimum of one time a year and:

1. Upon initial referral or parent request for evaluation;
2. Upon receipt of the parent's first state complaint and first request for due process hearing in a school year;
3. Upon a disciplinary action that will result in a disciplinary change of placement; and
4. Upon request by the parent.

The procedural safeguard notice used by the LEA will include a full explanation of all the procedural safeguards relating to

1. Independent educational evaluations;
2. Prior written notice;
3. Parental consent;
4. Access to educational records;
5. Opportunity to present and resolve complaints through the due process hearing request and state complaint procedures, including
 - a. Time period for filing a state complaint and due process hearing request;
 - b. The opportunity for the LEA to resolve the due process hearing request; and
 - c. The difference between the due process hearing request and the state complaint procedures.
6. The availability of mediation;
7. Student's placement during the pendency of due process proceedings including requirements for disclosure of evidence;
8. Discipline procedures for students who are subject to placement in an interim alternative educational settings;
9. Requirements for unilateral placements by parents of students in private schools at public expense;
10. Due process hearings;
11. Civil actions, including the time period in which to file those actions; and
12. Attorney's fees.

The LEA's procedural safeguard notice will be written in language understandable to the general public and provided in the native language or other mode of communication of the parent unless it is clearly not feasible to do so. If the parent's native language or other mode of communication is not a written language, the LEA will take steps to ensure that the notice is translated orally or by other means to the parent and that the parent understand the content of the notice. The LEA will document in writing how this information was provided

Copies of the LEA's special education procedural safeguards are available from the special education department, on the LEA's website, and on the OSPI website.

C. PRIOR WRITTEN NOTICE

The LEA will provide prior written notice to the parent whenever the LEA proposes or refuses to initiate or change the identification, evaluation, educational placement, or provision of a FAPE to the student. Prior written notices document the decisions made by the IEP teams and evaluation group.

The LEA will provide prior written notice to the parent a reasonable time before the LEA proposes or refuses to initiate or change the identification, evaluation, educational placement or provision of a FAPE to the student.

The prior written notice will include:

1. A statement that the parents of a student eligible or referred for special education have procedural safeguard protections and if a copy of the procedural safeguards do not accompany the notice, a statement that describes how a copy of the statement of procedural safeguards may be obtained;
2. A description of the action proposed or refused by the LEA;
3. An explanation of why the LEA proposes or refuses to take the action and a description of other options that the LEA considered and the reasons why the options were rejected;
4. A description of any other factors which are relevant to the LEA's proposal or refusal;
5. A description of each evaluation procedure, assessment, record or report the LEA used as a basis for the proposed or refused action; and
6. A description of any evaluation procedures the LEA proposes to conduct and sources for parents to contact to obtain assistance in understanding the procedural safeguards and the contents of the notice.

Prior written notice and the notice of procedural safeguards must be provided in the native language of the parent or other mode of communication used by the parent unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the LEA will take steps to ensure that the notice is translated orally or by other means to the parent. This may involve:

1. Arranging for an interpreter if English is not the native language of the parent or if the parent has a hearing impairment; or

2. Providing notice orally if the written language is not a native language.

The LEA will document in writing how this information was provided and that the parent understands the content of the notice. The Learning Specialist or their designee is responsible to ensure Prior Written Notice and Procedural Safeguards are provided after evaluation, eligibility, IEP team and placement decisions.

TRANSFER OF EDUCATIONAL RIGHTS TO AN ADULT STUDENT

When a student eligible for special education reaches the age of 18, all educational rights under Part B of the IDEA, previously exercised by the parent, transfer to the student, unless the student is determined incapacitated in a guardianship proceeding or the LEA has appointed an educational representative for the student. When the student turns 18, the LEA will notify the parent and student that the educational rights have transferred to the student and will send any required notices to both the parent and the adult student. All rights accorded to parents also transfer to students at the age of majority who are incarcerated in an adult or juvenile, state or local correctional institution. The Learning Specialist or his/her designee will ensure that notice of the transfer of educational rights to an adult student is provided.

At an IEP meeting occurring one year before the student turns 18, the LEA will inform the parents and the student that educational rights will transfer to the student and the LEA will inform the student about those educational rights. This information will be documented on the IEP.

APPOINTMENT OF AN EDUCATIONAL REPRESENTATIVE

A student over the age of eighteen (18) is presumed to be capable of making educational decisions and able to provide informed consent unless he or she is determined to be “incapacitated” through a legal guardianship proceeding. If a parent, another interested party, or the LEA believes that a student over the age of eighteen (18) is unable to provide informed consent or to make educational decisions, and the student does not have a legal guardian, the parent or other interested party may ask the LEA to appoint an educational representative. This determination will only be made if two separate professionals state in writing that they conducted an examination and interviewed the student, and concluded the student is incapable of providing informed consent. The LEA will inform the student of the decision and appoint either, the spouse, the student’s parents, or another adult or a surrogate educational representative to represent the student.

The professionals must be a licensed medical doctor, a physician’s assistant whose certification is countersigned by a supervising physician, certified nurse practitioner, a licensed clinical psychologist, or a guardian ad litem appointed for the student. The LEA will inform the student of the decision and appoint either, the spouse, the student’s parents, another adult relative, or a surrogate educational representative to represent the student.

A student will be certified as unable to provide informed consent for a period of one

year. The student or other adult may challenge the certification at any time. If a challenge occurs, the LEA will not rely on the education representative until the representative is recertified. If a guardianship action is filed on behalf of the student while a certification is in effect, the LEA will follow any court orders in the guardianship proceeding regarding the student's capacity.

CONFIDENTIALITY AND RECORDS MANAGEMENT

The Executive Director is responsible for maintaining the confidentiality of personally identifiable information pertaining to special education and all other students. Within the LEA the Learning Specialist will maintain, for public inspection, a current list of the names and positions of LEA employees who have access to personally identifiable information related to students eligible for special education. The LEA will provide parents, upon request, a list of the types and locations of educational records collected, maintained, or used by the LEA.

The LEA will provide instruction annually to employees collecting or using personally identifiable information on the procedures to protect the confidentiality of personally identifiable information. The training will address the protections outlined in WAC 392-172A, state law and federal regulations implementing the Family Educational Rights and Privacy Act, FERPA, (34 CFR Part 99).

Upon request, the parent(s) of an eligible student or adult student will be afforded an opportunity to inspect, review, and challenge all educational records which will include, but not be limited to, the

identification, evaluation, delivery of educational services and provision of FAPE to the student. The LEA will comply with the request promptly and before any meeting regarding an IEP or any hearing relating to the identification, evaluation, educational placement of the student or provision of FAPE to the student, including disciplinary proceedings. In any case, the LEA will respond no more than 45-calendar days after the date the LEA received the request. If an educational record includes information on more than one student, the parents (and/or adult student) may only inspect and review information relating to their child. School personnel receiving requests for educational records will immediately forward the request to the special education department.

If parents believe that information in an education record is inaccurate or misleading or violates the privacy or rights of the student, they may request that the LEA amend the information. The Board of Directors' Student Records Policy and Procedures describes the process and timelines for challenges and hearing regarding student records.

The LEA follows the guidelines for records retention outlined in the Secretary of State's, *General Records Retention Schedule and Records Management Manual*. The LEA will inform parents or adult students when personally identifiable information collected, maintained or used is no longer needed to provide educational services to the student. The information will be destroyed at the request of the parent(s) or adult student, or will be provided upon request. However, a permanent record of the student's name, address and phone number, his or her grades, attendance, record,

classes attended, grade level completed and year completed will be maintained by the LEA without time limitation.

Records management is also governed by the Board of Directors Public Access to LEA Records Policy and Procedure.

SURROGATE PARENTS

A surrogate parent is a person appointed by the LEA to act on behalf of a student to help ensure the rights of the student to a FAPE when a parent cannot be identified, the whereabouts of the parent are unknown, or the student is a ward of the state and does not have a foster parent. The Learning Specialist, or his/her designee, is responsible for determining the need for appointment of a surrogate parent.

Natural or adoptive parents, foster parents, adult students whose rights have been transferred to them, persons acting in the place of a parent such as stepparents or relatives, and persons with legal custody or guardianship are considered parents. Students who are homeless and not living with a parent may need a surrogate parent.

The following is guidance for the LEA to follow to assist in determining the status of the parent's rights to make educational decisions:

1. In cases where the student is in out of home care the LEA must determine the legal custodial status of the child;
2. Parents who have voluntarily placed their child in state placement still retain legal custody of the child and retain the right to make educational decisions. In this situation the student is not a ward of the state;
3. Parents whose children are placed in group care, pending a determination of "dependency" may still retain rights to make educational decisions unless otherwise ordered by the court;
4. When a disposition order and order of dependency is issued, the state becomes the legal as well as physical custodian of the child. Parents may no longer have the right to make educational decisions during this stage of dependency; and
5. Parents whose parental rights are terminated no longer have the right to make educational decisions on behalf their child.

When a student is placed in foster care, the foster parent may act as the parent. When a student is placed in group care, the LEA will work with the parents, case-worker(s), foster parents, and others who have knowledge of the student's legal status in order to determine the need for appointment of a surrogate.

When selecting a surrogate parent the LEA will select a person willing to participate in making decisions regarding the student's educational program, including participation in the identification, evaluation, placement of, and provision of FAPE to the student.

If a student is referred for special education or an eligible student transfers into the LEA who may require a surrogate parent, the special education department will be notified of the potential need. The special education office will then select a trained

individual who can adequately represent the student to ensure that all student rights are observed.

The person selected as a surrogate:

1. Must have no interest that conflicts with the interests of the student he or she represents;
2. Must have knowledge and skills that assure adequate representation of the student; and
3. May not be an employee of a LEA and/or other public agency which is involved in the education or care of the student. Public agencies include OSPI and DSHS in addition to LEA employees and group care providers.

The LEA will, at a minimum, review with the surrogate parent the procedural safeguards, parent involvement in the special education process, parent education publications, and special education regulations. The LEA will also cooperate with other LEAs, the local ESD, or OSPI in training surrogate parents and in establishing a list of persons willing and able to serve as surrogate parents.

DISPUTE RESOLUTION

MEDIATION

The purpose of mediation is to offer both the parent and the LEA an opportunity to resolve disputes through an alternative to a formal due process hearing. Mediation is voluntary and requires the consent and agreement of both parties. Mediation cannot be used to deny or delay access by a parent to a due process hearing. Mediation is used to resolve disagreements concerning the identification, evaluation, and delivery of educational services or provision of FAPE to a student eligible for special education services. Mediation may be terminated by either party at any time during the process.

The primary participants are the parents, LEA representatives, and mediator. The process is voluntary, confidential, and informal. It is a collaborative process, conducted in a non-adversarial manner. Mediation services are provided by the Office of Superintendent of Public Instruction (OSPI) at no cost to either party. The OSPI will provide mediation services for individuals whose native language is not English or who use another mode of communication unless it is clearly not feasible to do so.

Mediation will be conducted by qualified and impartial mediators who are knowledgeable of the laws and regulations relating to special education services. Mediators will be selected on a random, rotational, and impartial basis from an OSPI maintained list of qualified mediators. A mediator must meet the following criteria:

1. May not be an employee of any LEA or other public or private agency that is providing education or related services to a student who is the subject of the mediation process; however, a person is not an employee of a LEA or other public agency solely because he or she is paid by the agency to serve as a mediator.
2. Shall not have a personal or professional conflict of interest.

The Learning Specialist, or his/her designee, is responsible for coordinating requests for mediation. If a parent requests mediation, notify the Learning Specialist, who will respond to the parent and coordinate with OSPI's contracted agent. Staff members are reminded that discussions that occur during the mediation process are confidential.

If a dispute is resolved through mediation, the involved parties will execute a legally binding agreement that sets forth the resolution to the dispute and that states that all discussions which occurred during mediation are confidential and cannot be used in subsequent due process hearings. The agreement will be signed by both the parent and one person designated by the LEA to attend the mediation who must have the authority to bind the LEA in any agreement reached through mediation.

The LEA will ensure that one person designated by the LEA to attend the mediation will have authority to bind the LEA in any agreement reached through mediation.

DUE PROCESS HEARING

Both parents and LEAs may file due process hearings involving the identification, evaluation, placement, or provision of FAPE to a student. A due process hearing request must be made within two years, and allege a violation that occurred not more than two years before the date that the parent or LEA knew or should have known about the alleged action of the complaint. The two year timeline does not apply to a parent if the parent was prevented from filing a due process hearing request because of misrepresentations by the LEA that the complaint had been resolved, or if the LEA withheld information that it was required to provide to the parent. If parents request information about how to file a due process hearing, the LEA will provide the parent with a due process hearing request that contains the required information.

Due process hearing request forms are available on the LEA and OSPI websites. The LEA will provide information on free or low-cost legal and other relevant services to the parent upon request. This information is also available on the OSPI website.

If any staff receives a request for a due process hearing, a copy of the request should be immediately forwarded to the special education department. If the parent has not filed the request for hearing with OSPI, the LEA will forward the parent request to OSPI's Administrative Resources Section. The LEA may not delay or deny a parent's due process hearing request.

Parents are entitled to a copy of the notice of procedural safeguards if this is the first due process hearing filed in a school year. The Learning Specialist, or his/her designee, is responsible for providing a copy of the procedural safeguards in this situation and documenting that the safeguards were provided to the parent.

When a parent files a due process hearing, the student remains in the placement at the time of the request for hearing unless the parents and LEA agree to a different placement. See the discipline section below for placement when a disciplinary action

is challenged.

When parents file a request for a due process hearing, the Learning Specialist, or his/her designee, will immediately schedule a resolution meeting. The meeting must occur within 15 days after a parent files a due process request with the LEA and provides a copy of the request to OSPI, or within seven days if the hearing request involves an expedited hearing related to discipline. The Learning Specialist, or his/her designee, will determine the appropriate LEA staff that will attend the resolution meeting, including a representative of the LEA who has authority to bind the LEA in any resolution agreement. The LEA may not include an attorney of the LEA unless the parent is also accompanied by an attorney. Both the parent and the LEA will determine the relevant members of the IEP team to attend the resolution meeting.

The purpose of the resolution meeting is for the parent and the LEA to discuss the due process hearing request and the facts that form the basis of the request in order that the LEA have an opportunity to resolve the complaint. The meeting will not be held if the parent and the LEA agree in writing to waive the meeting or they agree to use the mediation process. Any resolution agreement reached during the meeting will be documented in writing, signed by both the parent and a LEA representative, and is binding on the parties. The document will inform the parent of the right to void the agreement within three business days of signature.

If the LEA does not satisfactorily resolve the due process hearing request to the satisfaction of the parent within 30 calendar days of the parent's filing of the due process hearing request, the due process hearing may occur. Further information regarding the resolution process timeline is detailed in the procedural safeguards

The 45 calendar day timeline for the due process hearing starts the day after one of the following events:

1. Both parties agree in writing to waive the resolution meeting;
2. Both parties agree in writing that no agreement is possible after either the mediation or resolution meeting starts but before the end of the 30-day period;
or
3. Both parties agree in writing to continue the mediation at the end of the 30-day resolution period, but later, the LEA or the parent withdraw from the mediation process.

The due process hearing will be conducted by a qualified independent administrative law judge (ALJ), who is employed the office of administrative hearings. At a minimum, the ALJ:

1. Must not be an employee of OSPI or the LEA that is involved in the education or care of the child. However, a person is not an employee of the agency solely because he or she is paid by the agency to serve as an ALJ;
2. Must not have a personal or professional interest that conflicts with the ALJ's objectivity in the hearing;
3. Must be knowledgeable and understand the provisions of IDEA, and federal and state regulations pertaining to IDEA, and legal interpretations of IDEA by federal and state courts; and

4. Must have the knowledge and ability to conduct hearings, and to make and write decisions, consistent with appropriate, standard legal practice.

The list of ALJs and their qualifications is maintained on the OSPI website.

Both the parent(s) and the LEA, as parties to a due process hearing (including a hearing relating to disciplinary procedures), have the right to:

1. Be represented by a lawyer and accompanied and advised by persons with special knowledge or training regarding the needs of students with disabilities;
2. Present evidence and confront, cross-examine, and require the attendance of witnesses;
3. Prohibit the introduction of any evidence at the hearing that has not been disclosed to the other party at least five business days before the hearing;
4. Obtain a written or electronic, word-for-word record of the hearing; and
5. Obtain written or electronic findings of fact and decisions.

At least five business days prior to a due process hearing, or two business days prior to an expedited discipline due process hearing, all parties must disclose to each other all evaluations completed by that date and recommendations based on those evaluations that the parent or the LEA intend to use at the hearing. An ALJ may prevent any party that fails to comply with this requirement from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party.

Parent(s) involved in hearings must be given the right to:

1. Have their child who is the subject of the hearing present;
2. Open the hearing to the public; and,
3. Have the record of the hearing, the findings of fact, and decisions provided to the parent at no cost.

An ALJ's decision of whether a student received FAPE must be based on substantive grounds. In hearings that allege procedural violation, an ALJ may find that a student did not receive FAPE only if the procedural inadequacies:

1. Interfered with the student's right to a FAPE;
2. Significantly interfered with the parent's opportunity to participate in the decision-making process regarding the provision of a FAPE to their child; or
3. Caused a deprivation of an educational benefit.

Each hearing must be conducted at a time and place that is reasonably convenient to the parents and students involved. Not later than 45 calendar days after the expiration of the 30- calendar-day period for resolution meetings, or not later than 45 calendar days after the expiration of the adjusted resolution time period:

1. A final decision must be reached in the hearing; and,
2. A copy of the decision must be mailed to each of the parties.

An ALJ may grant specific extensions of time beyond the 45-calendar-day time period described above at the request of either party.

If either party does not agree with the findings and decision in the due process hearing

(including a hearing relating to disciplinary procedures), that party has the right to bring a civil action with respect to the matter that was the subject of the due process hearing within 90 calendar days of the date of decision. The action may be brought in a state court of competent jurisdiction or in a district court of the United States. The district courts of the United States have authority to rule on actions brought under Part B of IDEA without regard to the amount in dispute.

In any civil action, the court:

1. Receives the records of the administrative proceedings;
2. Hears additional evidence at the parent's or LEA's request; and,
3. Bases its decision on the preponderance of the evidence and grants the relief that the court determines to be appropriate.

Information pertaining to attorney's fees for due process hearings and civil action is detailed in the procedural safeguards.

When a parent files a due process hearing, except for when the due process hearing involves special education discipline procedures, the student remains in the placement at the time of the request for hearing unless the parents and LEA agree to a different placement. See the disciplinary actions section below for placements when a disciplinary action is challenged.

If the hearing request involves an application for initial admission to public school, the student, with the consent of the parents, must be placed in the public school until the completion of all the proceedings. If the student is found eligible for special education and related services and the parent consents to the initial provision of special education and related services, then the LEA will provide those that are not in dispute. If the administrative law judge agrees with a student's parents that a change of placement is appropriate through the final decision or during the pendency of the due process hearing, that placement will be treated as an agreement between the LEA and the parents.

DISCIPLINARY ACTIONS

Students eligible for special education may be disciplined in a manner consistent with the disciplinary rules that apply to all students. The LEA will determine on a case-by-case basis whether discipline that is permitted under WAC 392-400 should occur. However, students eligible for special education must not be improperly excluded from school for disciplinary reasons that are related to their disability or related to the LEA's failure to implement a student's IEP. The LEA will take steps to ensure that each employee, contractor and other agents of the LEA responsible for education or care of a student is knowledgeable of special education disciplinary rules.

A. Removal up to Ten Days

The Executive Director, in collaboration with the Learning Specialist, or his/her designee, may order the removal of a special education student from a current placement. The LEA need not provide services to a student who is removed from the current placement for ten school days or less in any school year, if services are not

provided to a student without disabilities.

B. Removal for More than Ten Days

Once a student has been removed from placement for a total of ten school days in the same school year, and if the LEA determines that the removal is not a change of placement, the LEA must, during subsequent days of removal, provide appropriate services to the extent necessary to enable the student to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. The Learning Specialist, or his/her designee, in consultation with one or more of the student's teachers will make the determination of such necessary services.

CHANGE IN PLACEMENT

A change of placement occurs when a student with a disability is:

1. Removed from his or her current placement for more than ten consecutive school days in a school year; or
2. Subjected to a series of removals in a school year which constitute a pattern of removal because: 1) the series of removals total more than ten school days in a year; 2) the student's behavior in each incident is substantially similar to the behavior in previous incidents that resulted in the series of removals; and 3) because of factors such as the length of each removal, the total amount of time a student is removed, and the proximity of the removals to one another.

Whether a pattern of removal constitutes a change in placement is determined on a case-by-case basis by Executive Director and Learning Specialist, or his/her designee, and is subject to review through due process and judicial proceedings. The Executive Director is responsible for creating and implementing a system by which the special education department receives notification regarding disciplinary determinations for students with disabilities on their caseload.

On the date on which the decision is made to make a removal that constitutes a change of placement of a student eligible for special education because of a violation of a code of student conduct, the LEA will notify the parents of that decision and provide the parents with a copy of the procedural safeguards' notice.

MANIFESTATION DETERMINATION

Within ten school days after the date on which the LEA makes a decision to change the student's placement because of a violation of a code of student conduct, the LEA will conduct a manifestation determination meeting. The meeting will bring together the parent and relevant members of the IEP team who are selected by the parent and the LEA to review the relationship between a student's disability and the behavior subject to the disciplinary action. The review of the relationship between a student's disability and the behavior subject to the disciplinary action will occur at a meeting that includes the parent and relevant members of the IEP team who are selected by the parent and the LEA. The Learning Specialist, or his/her designee, will contact the parent in order to determine relevant IEP team members and provide notice of the meeting. The team will review all relevant information in the student's file, including

the IEP, teacher observations and information provided by the parent, to determine:

1. If the conduct was caused by or had a direct and substantial relationship to the child's disability; or
2. If the conduct in question was the direct result of the LEA's failure to implement the student's IEP.

If the team determines that the behavior resulted from any of the above, the behavior must be considered a manifestation of the student's disability.

If it is determined that the conduct was a manifestation of the student's disability, the LEA will take immediate action to remedy the deficiencies and will:

1. Conduct a functional behavioral assessment (unless already completed) and implement a behavioral intervention plan if one is not already in place; or
2. Review the existing behavioral intervention plan and modify it to address the behavior; and
3. Return the child to the placement from which he or she was removed from unless the parents and the LEA agree a change is necessary as part of the behavioral intervention plan, or unless the infraction involves drugs, weapons or serious bodily injury.

SPECIAL CIRCUMSTANCES

School personnel may order a change in placement to an appropriate interim alternative educational setting for the same amount of time that a student without disabilities would be subject to discipline, but for not more than 45 school days, if a student with a disability:

1. Possesses a "dangerous weapon" or carries such a weapon to school or to a school function;
2. Knowingly possesses or uses "illegal drugs" while at school or a school function;
3. Sells or solicits the sale of a "controlled substance" while at school or a school function; or
4. Inflicts serious bodily injury upon another person while at school or a school function. Serious bodily injury means 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 mental faculty.

Any interim alternative educational setting in which the student is placed is determined by the student's IEP team and will:

1. Be selected so as to enable the student to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP; and
2. Include services and modifications designed to address the behavior or to prevent the behavior from recurring.

The LEA may ask an administrative law judge, or seek injunctive relief through a court having jurisdiction of the parties, to order a change in placement to an appropriate interim alternative educational setting for not more than 45 school days or seek injunctive relief through a court having jurisdiction of the parties when the LEA believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. If the student's IEP team believes that the student may not be maintained in his or her current placement, the IEP team should

work with the LEA's Learning Specialist, or his/her designee.

Unless the parent and the LEA agree otherwise, if a parent requests a hearing to challenge either the manifestation determination or the interim alternative educational setting, the student must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45 day period, whichever occurs first.

PROTECTIONS FOR STUDENTS NOT DETERMINED ELIGIBLE FOR SPECIAL EDUCATION

A student who has not been determined eligible for special education services may assert the

protections above if the LEA had knowledge that the student was eligible for special education before the behavior that precipitated disciplinary action occurred.

The LEA is deemed to have knowledge if:

1. The parent expressed concern in writing (or orally if the parent does not know how to write or has a disability that prevents a written statement) to LEA supervisory or administrative personnel or a teacher that the student is in need of special education and related services;
2. The parent requested that the student be evaluated for special education services; or
3. The teacher or other school personnel had expressed specific concern about a pattern of behavior demonstrated by the student to the Learning Specialist, or his/her designee, or to other supervisory staff.

If instituting disciplinary action that would exceed ten days and the Executive Director believes that one or more of these events applies to the student, the Executive Director will notify the special education department to determine the appropriate disciplinary procedures.

The LEA is not deemed to have knowledge if, as a result of receiving the information described above, the LEA either:

1. Conducted a special education evaluation of the student and determined that the student was not eligible for services; or
2. The parent of the student has not allowed an evaluation of the child or has refused services.

If the LEA is not deemed to have knowledge that a student is eligible for special education services, the student may be disciplined as a student without disabilities who engages in comparable behaviors. If an evaluation is requested during the time period that a student is subjected to disciplinary measures, it will be conducted in an expedited manner by the LEA. Until the evaluation is completed, such a student will remain in the educational placement determined by the LEA, which can include suspension or expulsion without educational services.

Notwithstanding the foregoing, the LEA may report a crime committed by a student with a disability to appropriate authorities. In the event of such a report, the LEA will ensure that copies of the student's special education and disciplinary records are

transmitted for consideration by the appropriate authorities to whom the crime is reported, to the extent transmission of these records is permitted by the Family Educational Rights and Privacy Act (FERPA).

STAFF QUALIFICATIONS

All employees of the LEA funded in whole or part with state or federal excess special education funds will meet the standards established by the State Board of Education (SBE) and defined in WAC 392-172-A-02090.

All employees will hold such credentials, certificates, or permits as are now or hereafter required by the SBE for the particular position of employment and will meet supplemental standards established by the LEA.

All special education teachers providing, designing, supervising, evaluating, or monitoring the provision of special education will possess "substantial professional training." This will be shown by the issuance of an appropriate special education endorsement on an individual teaching certificate issued by the Superintendent of Public Instruction.

In the event a special education teacher does not have a certificate endorsed in special education, the LEA may apply for a pre-endorsement waiver through the special education section of the OSPI. To qualify for the special education pre-endorsement waiver, the teacher must meet SBE criteria.

If the LEA must temporarily assign a classroom teacher without a special education endorsement to a special education position, the LEA's Chief Operating Officer or his/her designee will document in writing that:

1. The LEA is unable to recruit a teacher with the proper endorsement who was qualified for the position;
2. The need for a teacher with such an endorsement could not have been reasonably anticipated and the recruitment of such a classroom teacher at the time of assignment was not reasonably practical; and/or
3. The reassignment of another teacher within the LEA would be unreasonably disruptive to the current assignments of other classroom teachers or would have an adverse effect on the educational program of the students assigned to the other teacher.

If one or more of these criteria can be documented, the LEA determines that a teacher has the competencies to be an effective special education teacher, and the teacher has completed six- semester hours or nine-quarter hours of coursework which are applicable to the special education endorsement, the LEA can assign the teacher to a special education position in compliance with the process for making out-of-endorsement assignments and reporting them to the state.

Classified staff will present evidence of skills and knowledge necessary to meet the needs of students with disabilities. The LEA will provide training to classified staff to meet the state recommended core competencies.

PERSONNEL DEVELOPMENT

In order to provide a staff development program to improve the quality of instructional programs, the following procedures will be employed:

1. Special education staff concerns will be identified through a staff needs assessment completed by administrators, teachers, educational staff associates, program assistants, parents and volunteers;
2. All personnel who use restraint, restraint devices, and/or isolation must be certified and annually trained in the use of such restraint, restraint devices, and/or isolation;
3. Professional Development will be developed based upon the results of the LEA assessment and in support of needs identified;
4. Professional Development will be delivered for regular general and special education staff, staff of other agencies and organizations providing services for an eligible student; and
5. Training for classified staff will be conducted in the state recommended core competencies.

PUBLIC PARTICIPATION

Any application and any required policies, procedures, evaluations, plans and reports are readily available to parents and other members of the public through the LEA's special education office and the office of the Executive Director. A notice regarding the availability of such documents will be placed on the LEA's website and in the LEA's newsletter.

Restraint, Isolation and Other Uses of Reasonable Force

It is the policy of the Impact Public Schools to maintain a safe learning environment while treating all students with dignity and respect. All students in the district, including those who have an individualized education program (IEP) or plan developed under section 504 of the Rehabilitation Act of 1973, will remain free from unreasonable restraint, restraint devices, isolation, and other uses of physical force. Under no circumstances will these techniques be used as a form of discipline or punishment.

This policy is intended to address district students. It is not intended to prevent or limit the use of restraint or other reasonable force as necessary with adults or other youth from outside the district as allowed by law.

Use of restraint, isolation, and other forms of reasonable force may be used on any student when reasonably necessary to control spontaneous behavior that poses an "imminent likelihood of serious harm" as defined by RCW 70.96B.010 and Chapter 392-172A WAC and explained in the procedure accompanying this policy. Serious harm includes physical harm to self, another, or district property. Staff will closely monitor such actions to prevent harm to the student and will use the minimum amount of restraint and isolation appropriate to protect the safety of students and staff. The restraint, isolation, and other forms of reasonable force will be discontinued when the likelihood of serious harm has dissipated.

The superintendent or a designee will develop procedures to implement this policy, including review, reporting and parent/guardian notification of incidents involving restraint or isolation as required by law. Additionally, the superintendent will annually report to the board on incidents involving the use of force.

Legal References: RCW 9A.16.020 Use of force — When lawful
RCW 9A.16.100 Use of force on children — Policy — Actions presumed unreasonable
RCW 28A.150.300 Corporal Punishment Prohibited - Adoption of policy
RCW 28A.155.210 Use of restraint or isolation — Requirement for procedures to notify parent or guardian.
RCW 28A.600.485 - Restraint of students with individualized education programs or plans developed under section 504 of the rehabilitation act of 1973—Procedures—Definitions. [as amended by SHB 1240]
RCW 70.96B.010 - Definitions
Chapter 391-172A WAC - Rules for the provision of special education
WAC 392-400-235 Discipline — Conditions and limitations

Procedure Restraint, Isolation and Other Uses of Reasonable Force

This procedure is intended to apply to a broad range of circumstances whenever it is deemed reasonably necessary by district staff to control spontaneous behavior by any student that poses an imminent likelihood of serious harm. This procedure is intended to be interpreted consistent with the requirements of RCW 28A.600.485, RCW 9A.16.020, RCW 9A.16.100, RCW 28A.160.300, RCW 28A.155.210, WAC 392-400-235, and, for students with an IEP, consistent with the regulations of Chapter 392-172A, WAC.

Definitions:

- **Behavioral intervention plan:** A plan incorporated into a student's Individualized Education Program (IEP), which at a minimum describes: 1)The pattern of behavior that impedes the student's learning or the learning of others; 2)The instruction and/or environmental conditions or circumstances that contribute to the pattern of behavior(s) being addressed by the IEP team; 3)The positive behavioral interventions and supports to: i) reduce the pattern of behavior(s) that impedes the student's learning or the learning of others and increases the student's desired prosocial behaviors: and ii) ensure the consistency of the implementation of the positive behavioral interventions across the student's school-sponsored instruction or activities); and d)The skills that will be taught and monitored as alternatives to challenging behavior(s) for a specific pattern of behavior of the student.
- **Chemical spray:** Pepper spray, OC spray, or other similar chemicals that are used to control a student or limit a student's freedom of movement.
- **De-escalation:** The use of positive behavioral interventions and other district-approved strategies to defuse a student who has lost self-control, is non-compliant or is demonstrating unacceptable behavior. These strategies address behavior that is dangerous, disruptive or otherwise impedes the learning of a student or others.
- **Imminent:** The state or condition of being likely to occur at any moment or near at hand, rather than distant or remote.
- **Isolation:** Restricting a student alone within a room or any other form of enclosure, from which the student may not leave. It does not include a student's

voluntary use of a quiet space for self-calming, or temporary removal of a student from his or her regular instructional area to an unlocked area for purposes of carrying out an appropriate positive behavior intervention plan.

- **Likelihood of serious harm:** A substantial risk that physical harm will be inflicted by a student:
 - upon his or her own person, as evidenced by threats or attempts to commit suicide or inflict physical harm on oneself;
 - upon another, as evidenced by behavior that has caused such harm or that places another person or persons in reasonable fear of sustaining such harm;
 - upon the property of others, as evidenced by behavior that has caused substantial loss or damage to the property of others; or
 - after the student has threatened the physical safety of another and has a history of one or more violent acts.
- **Physical force:** The use of bodily force or physical restriction that substantially immobilizes or reduces the free movement of a student.
- **Positive behavioral interventions:** Strategies and instruction that can be implemented in a strategic manner in order to provide alternatives to challenging behaviors, reinforce desired behaviors, and reduce or eliminate the frequency and severity of challenging behaviors. Positive behavioral interventions include the consideration of environmental factors that may trigger challenging behaviors and teaching a student the skills to manage his or her own behavior.
- **Restraint:** Physical intervention or force used to control a student, including the use of a restraint device. It does not include appropriate use of a prescribed medical, orthopedic or therapeutic device when used as intended, such as to achieve proper body position, balance or alignment or to permit a student to safely participate in activities.
- **Restraint device:** A device used to assist in controlling a student, including, but not limited to metal handcuffs, plastic ties, ankle restraints, leather cuffs, other hospital-type restraints, pepper spray, tasers or batons. Restraint device does not mean a seat harness used to safely transport students. This definition is consistent with RCW 28A.600.485 (1)(c), and is not intended to endorse or encourage the use of such devices or techniques with district students.
- **School police officer:** An employee of the school district responsible for security services in the district under the direction of a school administrator, but who also is a commissioned officer.
- **School resource officer:** A commissioned law enforcement officer who provides law enforcement services and may perform other duties for the district, and is assigned by the employing police department or agency to work in collaboration with the district.
- **School security officer:** A classified or contracted school district employee other than a school resource officer who provides security services in the district under the direction of a school administrator.

General use of restraint, isolation, or other forms of reasonable force:

- Restraint, isolation, or other forms of reasonable force may be used to prevent or minimize imminent bodily harm to self or others, or if de-escalation or other positive behavioral interventions fail or are inappropriate, to protect district

property, where there is an “imminent likelihood of such serious harm” occurring, as defined above.

- Restraint, isolation, or other forms of reasonable physical force may be used when a student has caused a substantial loss or damage to the property of others, and the student’s behavior poses a substantial risk that such property damage will be inflicted.
- Restraint devices may be used as needed to obtain possession of a known or reasonably-suspected weapon or other dangerous object on a person or within the control of a person.
- An IEP or plan developed under Section 504 of the Rehabilitation Act of 1973 must not include the use of restraint or isolation as a planned behavior intervention unless a student’s individual needs require more specific advanced education planning and the student’s parent or guardian agrees. Nothing in these procedures is intended to limit the provision of a free appropriate public education (FAPE) under Part B of the Individuals with Disabilities Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.
- Restraint, isolation, or other forms of reasonable physical force will not be used as a form of discipline or punishment.
- Restraint, isolation, or other forms of reasonable physical force will not be used as an initial response to destruction of property, school disruption, refusal of the student to comply with school rules or a staff directive; or a verbal threat that does not constitute a threat of imminent bodily injury, unless other forms of de-escalation and positive behavioral interventions fail or are inappropriate.
- Restraint, isolation, or other forms of reasonable physical force should not be used as an intervention if the school employee, school resource officer or school security officer knows that the student has a health condition or physical problem and the condition or problem would be exacerbated by the use of such techniques.

Practices presumed to be unreasonable when correcting or restraining any child (RCW 9A.16.100):

Under RCW 9A.16.100, the following is a non-exclusive list of acts that are presumed unreasonable when correcting or restraining a child:

- throwing, kicking, burning, or cutting a child;
- striking a child with a closed fist;
- shaking a child under age three;
- interfering with a child’s breathing;
- threatening a child with a deadly weapon; or
- doing any other act that is likely to cause bodily harm to a student greater than transient pain or minor temporary marks.

This non-exclusive list should not be read so as to imply that another, unlisted form of correction or restraint is permissible. Whether or not an unlisted use of force or restraint is presumptively permissible depends upon a balanced consideration of all relevant state laws and regulations, and whether the use is reasonable under the totality of the circumstances.

Conditions specific to use of isolation with students eligible for special education (consistent with WAC 392-172A-02110):

- The isolation must be discontinued as soon as the likelihood of serious harm has dissipated
- The isolation enclosure will be ventilated, lighted and temperature controlled from inside or outside for purposes of human occupancy.
- The isolation enclosure will permit continuous visual monitoring of the student from outside the enclosure.
- An adult responsible for supervising the student will remain in visual or auditory range of the student at all times.
- Student shall be capable of releasing himself or herself from the enclosure/restraint or device
- Any staff member or other adults using isolation must be trained and certified by a qualified provider in the use of isolation, unless trained personnel are not immediately available due to the unforeseeable nature of the emergency.

Prohibited practices involving restraint, use of force, and discipline specifically for students eligible for special education (consistent with WAC 392-172A-02076):

The following practices are prohibited with students eligible for special education services:

- District personnel are prohibited from using aversive interventions with a student;
- District personnel are prohibited from physically restraining or isolating any student, except when the student's behavior poses an imminent likelihood of serious harm as defined above;
- No student may be stimulated by contact with electric current, including, but not limited to, tasers;
- A student may not be denied or subjected to an unreasonable delay in the provision of food or liquid from when the food or liquid is customarily served as a form of punishment;
- A student may not be the recipient of force or restraint that is either unreasonable under the circumstances or deemed to be an unreasonable form of corporal punishment as a matter of state law (see above, for example, for a list of practices presumed to be unreasonable when used in correcting or restraining a child);
- A student must not be denied or subjected to an unreasonable delay in the provision of common hygiene care;
- A student must not be denied or subjected to an unreasonable delay in the provision of medication;
- A student may not be excluded from his or her regular instructional or service area and isolated within a room or any other form of enclosure, except under the conditions set forth in WAC 392-172A-02110;
- A student must not be forced to listen to noise or sound that the student finds painful;
- A student must not be forced to smell or be sprayed in the face with a noxious or potentially harmful substance;
- A student must not be forced to taste or ingest a substance which is not commonly consumed or which is not commonly consumed in its existing form or concentration;

- A student's head must not be partially or wholly submerged in water or any other liquid.
- A student must not be physically restrained or immobilized by binding or otherwise attaching the student's limbs together or by binding or otherwise attaching any part of the student's body to an object, except under the conditions set forth in WAC 392-172A.02110.

Degree of force:

- Restraint, isolation, or other forms of reasonable physical force will be discontinued as soon as a determination is made by the staff member administering the restraint, isolation, or other forms of reasonable physical force that the likelihood of serious harm has dissipated.
- Restraint, isolation, or other forms of reasonable physical force must be administered in such a way so as to prevent or minimize physical harm to the student. If, at any time during the use of restraint, isolation, or other forms of reasonable physical force, the student demonstrates significant physical distress, the technique must be reduced immediately and, if necessary, school staff must take immediate steps to seek medical assistance.

Monitoring:

An adult must continually monitor any student when restraint, isolation, or other forms of reasonable physical force is used. The monitoring must be conducted by continuous visual monitoring of the student. Monitoring must include regularly evaluating the student for signs of physical distress

Post-incident notification and review with parent/guardian:

Within twenty-four (24) hours following the use of restraint, isolation, or other forms of reasonable physical force with a student, the principal or designee must make a reasonable effort to verbally inform the student's parent or guardian of the incident. The principal or designee must also send written notification as soon as practical, but postmarked no later than five (5) business days after restraint, isolation, or other forms of reasonable physical force has been used with a student. If the school or district customarily provides the parent or guardian with school-related information in a language or mode of communication other than English, the written report must be provided to the parent or guardian in that language or mode of communication.

The principal or designee will review the incident with the student and the parent or guardian (though not necessarily at the same time) to address the behavior that precipitated the use of the technique and the appropriateness of the response. The principal or designee will review the incident with the staff person(s) who administered the restraint, isolation, or other forms of reasonable physical force to discuss whether proper procedures were followed and what staff training or support is needed to help the student avoid similar incidents.

IEPs and 504 plans will include the above procedures for notification of parents/guardians regarding the use of isolation and restraint on their student.

Incident report:

Any school employee, school resource officer or school security officer who uses restraint, isolation, or other forms of reasonable physical force, as defined in this procedure, on any student during school-sponsored instruction or activities, will inform the principal or a designee as soon as possible and within two (2) business days submit a written report of the incident to the district office. The written report will contain, at a minimum:

- The date and time of the incident;
- The name and job title of the staff member who administered the restraint, isolation, or other form of reasonable physical force;
- A description of the activity that led to the restraint, isolation, or other form of reasonable physical force;
- The type of restraint, isolation, or other forms of reasonable physical force used on the student, and the duration;
- Whether the student or staff was physically injured during incident involving restraint, isolation, or other forms of reasonable physical force;
- Any medical care provided to the student or staff; and
- Any recommendations for changing the nature or amount of resources available to the student and staff members in order to avoid similar incidents.

Resolution of concerns about the use of force incident:

A student or his/her parent or guardian who has concerns regarding a specific incident involving restraint, isolation, or other forms of reasonable physical force may seek to resolve the concern by using the district's complaint process which is set forth in Policy 4220, Complaints Concerning Staff or Programs.

Providing parents/guardians with Restraint, Isolation, and Other Uses of Reasonable Force policy:

The district will make available to all parents/guardians of students the district's policy on Restraint, Isolation and Other Use of Reasonable Force. If the student has an IEP or 504 plan, the District will provide the parents/guardians a copy of the policy each time an initial or annual IEP or 504 plan is developed.

Staff training requirements:

All training will include instruction in positive management of student behavior, cultural sensitivity, effective communication for defusing and de-escalating disruptive or dangerous behavior and safe and appropriate use of force, isolation and restraint. Annually, administrators will provide all staff with the district established policy and procedure regarding the use of reasonable force.

All staff should be informed of de-escalation strategies and proper physical intervention procedures. Appropriate staff and those who are required or reasonably anticipated to provide physical force intervention will be trained in the use of physical force intervention.

Only staff trained by a qualified provider and authorized to use isolation, restraint, restraint devices or chemical spray procedures will administer it to students. The appropriate personnel will include those staff members who are most likely to be called upon to use isolation, restraint, restraint devices or chemical spray to prevent or address disruptive or dangerous student behavior.

Submission of incident reports to the Office of Superintendent of Public Instruction:

Beginning January 1, 2016 and annually by January 1 thereafter, the district will summarize the written incident reports described above and submit those summaries to OSPI. The summaries will include:

- the number of individual incidents of restraint and isolation;
- the number of students involved in the incidents;
- the number of injuries to students and staff; and
- the types of restraint or isolation used.

Annual Report:

The building administrator or a designee will maintain a log of all instances of use of force as defined by this procedure, which will be presented to the superintendent annually. The superintendent will provide an annual report to the board regarding the district's use of force.

These Special Education Policies & Procedures have been approved by the Impact Public Schools Board of Directors on January 31, 2020.

Board Secretary Name

Board Secretary Signature

Date



Property & Data Management Policy

Data Management

The CEO is authorized to enter into a contract with the Washington School Information Processing Cooperative (WSIPC) to purchase a student information system, equipment, networking and software to expand the current K-12 education statewide network. The board will review the data management program annually.

Property Records

Property records and inventory records will be maintained on all land, buildings and personal property under the control of the district.

Property purchased in whole or in part with federal funds will be inventoried at least every two years. The inventory will include the serial number of the item, its cost and the percentage of federal funds used to purchase it.

Small attractive items (e.g. computers, printers, projectors, tools, or other electronic devices) will be inventoried annually and will be signed out to staff. Sign-out records will also be maintained.

At the end of each school year each teacher will inventory the property items in his or her classroom. A randomly selected ten percent of those inventories will be double-checked by an employee of the business office.

For purposes of this policy, "equipment" will mean a unit of furniture or furnishings, an instrument, a machine, an apparatus or a set of articles which retains its shape and appearance with use, is nonexpendable, and does not lose its identity when incorporated into a more complex unit. Property records of facilities will be maintained on an ongoing basis.

No equipment will be removed for personal or nonschool use. Property records will show, as appropriate to each item recorded, the following:

- A. Description of the property;
- B. A serial number or other identification number (equipment may be identified with a permanent tag that provides appropriate district and equipment identification.);
- C. Source of property;
- D. Who holds title;
- E. Manufacturer;
- F. Year of purchase;

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- G. Initial cost;
- H. Percentage of federal participation in the cost of the property;
- I. Location;
- J. Condition and depreciation;
- K. Current valuation in conformity with insurance requirements; an
- L. Disposition data including date of disposal and sale price of the property.

Regulation of Dangerous Weapons on School Premises

It is a violation of Impact Public Schools policy and state law for any person to carry a firearm or dangerous weapon on school premises, school-provided transportation or areas of other facilities being used exclusively for school activities unless specifically authorized by state law. Carrying a dangerous weapon onto school premises, school-provided transportation, or areas of other facilities being used exclusively for school activities in violation of RCW 9.41.280 is a criminal offense.

The CEO is directed to see that all school facilities post "Gun-Free Zone" signs, and that all violations of this policy and [RCW 9.41.280](#) are reported annually to the Superintendent of Public Instruction.

Dangerous Weapons

The term "dangerous weapons" under state law includes:

- Any firearm;
- Any device commonly known as "nun-chu-ka sticks," consisting of two or more length of wood, metal, plastic, or similar substance connected with wire, rope, or other means;
- Any device, commonly known as "throwing stars," which are multi-pointed, metal objects designed to embed upon impact from any aspect;
- Any air gun, including any air pistol or air rifle, designed to propel a BB, pellet, or other projectile by the discharge of compressed air, carbon dioxide, or other gas;
- Any portable device manufactured to function as a weapon and which is commonly known as a stun gun, including a projectile stun gun which projects wired probes that are attached to the device that emit an electrical charge designed to administer to a person or an animal an electric shock, charge, or impulse;
- Any device, object, or instrument which is used or intended to be used as a weapon with the intent to injure a person by an electric shock, charge, or impulse;
- The following instruments:
 - Any dirk or dagger;
 - Any knife with a blade longer than three inches;
 - Any knife with a blade which is automatically released by a spring mechanism or other mechanical device;
 - Any knife having a blade which opens, or falls or is ejected into position by the force of gravity, or by outward, downward, or centrifugal thrust or movement; and
 - Any razor with an unguarded blade;
- Any slung shot, sandbag, or sandclub;
- Metal knuckles;
- A sling shot;
- Any metal pipe or bar used or intended to be used as a club;
- Any explosive;
- Any weapon containing poisonous or injurious gas;
- Any implement or instrument which has the capacity to inflict death and from the manner in which it is used, is likely to produce or may easily and readily produce death.

In addition, the Impact Public Schools considers the following weapons in violation of this policy:

- Any knife or razor not listed above, except for instruments authorized or provided for specific school activities;
- Any object other than those listed above which is used in a manner to intimidate, threaten, or injure another person and is capable of easily and readily producing such injury.

Reporting Dangerous Weapons

An appropriate school authority will promptly notify the student's parents or guardians and the appropriate law enforcement agency of known or suspected violations of this policy. Students who violate this policy will be subject to discipline. Students who have possessed a firearm on any school premises, school-provided transportation, or school-sponsored activities at any facility shall be expelled for not less than one year pursuant to RCW 28A.600.420. The CEO may modify the one-year expulsion for a firearm on a case-by-case basis.

The Impact Public Schools 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 a device that appears to be a firearm.

No expulsion under RCW 28A.600.420 prevents the Impact Public Schools from continuing to provide educational services in an alternative educational setting in compliance with RCW 28A.600.015. Any alternative setting should be comparable, equitable, and appropriate to the regular education services a student would have received without the exclusionary discipline. Example alternative settings include one-on-one tutoring and online learning.

Exceptions to State Law and this Policy

The following persons may carry firearms into school buildings, as necessary, although students engaged in these activities are restricted to the possession of rifles on school premises:

- A. Persons engaged in military, law enforcement, or school Impact Public Schools security activities;
- B. Persons involved in a school authorized convention, showing, demonstration, lecture or firearm safety course;
- C. Persons competing in school authorized firearm or air gun competitions; and
- D. Any federal, state or local law enforcement officer.

The following persons over eighteen years of age and not enrolled as students may have firearms in their possession on school property outside of school buildings:

- A. Persons with concealed weapons permits issued pursuant to [RCW 9.41.070](#) who are picking up or dropping off students; and
- B. Persons conducting legitimate business at the school and in lawful possession of a firearm or dangerous weapon if the weapon is secured within an attended vehicle, is unloaded and secured in a vehicle, or is concealed from view in a locked, unattended vehicle.

Persons may bring dangerous weapons, other than firearms, onto school premises if the weapons are lawfully within the person's possession and are to be used in a school-authorized martial arts class.

Personal Protection Spray

Persons over eighteen years of age, and persons between fourteen and eighteen years of age with written parental or guardian permission, may possess personal protection spray devices on school property. No one under eighteen years of age may deliver such devices. No one eighteen years or older may deliver a spray device to anyone under fourteen, or to anyone between fourteen and eighteen who does not have parental permission.

Personal protection spray devices may not be used other than in self-defense as defined by state law. Possession, transmission or use of personal protection spray devices under any other circumstances is a violation of Impact Public Schools policy.

Sexual Harassment of IPS Staff Prohibited

Impact Public Schools (IPS) is committed to a positive and productive working environment free from discrimination, including sexual harassment. This commitment extends to all employees and other persons involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation, or at a class training held elsewhere.

Definitions

For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur student to adult, adult to adult or can be carried out by a group of students or adults and will be investigated by the IPS even if the alleged harasser is not a part of the school staff or student body. IPS prohibits sexual harassment of IPS employees by other students, employees or third parties involved in school IPS activities.

Under federal and state law, the term "sexual harassment" includes:

- acts of sexual violence;
- unwelcome sexual or gender-directed conduct or communications that interferes with an individual's employment performance or creates an intimidation, hostile, or offensive environment;
- unwelcome sexual advances;
- unwelcome requests for sexual favors;
- sexual demands when submission is a stated or implied obtaining work opportunity or other benefit;
- sexual demands where submission or rejection is a factor in a work or other school-related decision affecting an individual.

A "hostile environment" for an employee is created where the unwanted conduct is sufficiently severe or pervasive to create a work environment that a reasonable person would consider intimidation, hostile, or abusive.

Investigation and Response

If IPS knows, or reasonably should know, that sexual harassment has created a hostile environment, IPS will promptly investigate to determine what occurred and will take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, IPS will take prompt and effective steps reasonably calculated to end sexual harassment, eliminate the hostile environment, prevent its occurrence and, as appropriate, remedy its effects. the IPS will take prompt, equitable and remedial action within its authority every time a report, complaint and grievance alleging sexual harassment comes to the attention of the IPS, either formally or informally.

Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation to the extent that such investigation does not interfere with an on-going criminal investigation. A criminal investigation does not relieve IPS of its independent obligation to investigate and resolve sexual harassment.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending staff or third parties involved in school activities. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Retaliation and False Allegations

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. IPS will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline

Staff Responsibilities

The superintendent will develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy.

Any school employee who witnesses sexual harassment or receives report, informal complaint, or written complaint about sexual harassment is responsible for informing the IPS's Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.

Reports of discrimination and discriminatory harassment will be referred to the IPS's Title IX/Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the IPS's Section 504 Coordinator.

Notice and Training

The superintendent will develop procedures to provide information and education to IPS staff, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum, sexual harassment recognition and prevention and the elements of this policy will be included in staff and regular volunteer orientation. This policy and the procedure, which includes the complaint process, will be posted in each IPS building in a place available to staff, parents, volunteers and visitors. Information about the policy and procedure will be clearly stated and conspicuously posted throughout each school building, provided to each employee and reproduce in each staff, volunteer and parent handbook. Such notices will identify the IPS's Title IX coordinator and provide contact information, including the coordinator's email address.

Policy Review

The superintendent will make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The superintendent is encouraged to involve staff, volunteers and parents in the review process.

Cross References:

3205 - Sexual Harassment of Students Prohibited
3207 - Prohibition of Harassment, Intimidation and Bullying
3210 - Nondiscrimination
3211 - Transgender Students
3240 - Student Conduct Expectations and Reasonable Sanctions
3421 - Child Abuse, Neglect, and Exploitation Prevention
5010 - Nondiscrimination and Affirmative Action

Legal References:

RCW 28A.640.020 Regulations, guidelines to eliminate discrimination — Scope — Sexual harassment policies
WAC 392-190-058 Sexual harassment
20 U.S.C. 1681-1688

Management Resources: 2015 - July Policy Alert
2014 - December Issue
2010 - October Issue

Sexual Harassment of Students Prohibited

Impact Public Schools (IPS) is committed to a positive and productive education free from discrimination, including sexual harassment. This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation or at a class or school training held elsewhere.

Definitions

For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur adult to student, student to student or can be carried out by a group of students or adults and will be investigated by IPS even if the alleged harasser is not a part of the school staff or student body. IPS prohibits sexual harassment of students by other students, employees or third parties involved in school district activities.

Under federal and state law, the term "sexual harassment" may include:

- acts of sexual violence;
- unwelcome sexual or gender-directed conduct or communication that interferes with an individual's educational performance or creates an intimidating, hostile, or offensive environment;
- unwelcome sexual advances;
- unwelcome requests for sexual favors;
- sexual demands when submission is a stated or implied condition of obtaining an educational benefit;
- sexual demands where submission or rejection is a factor in an academic, or other school-related decision affecting an individual.

A "hostile environment" has been created for a student when sexual harassment is sufficiently serious to interfere with or limit the student's ability to participate in or benefit from the school's program. The more severe the conduct, the less need there is to demonstrate a repetitive series of incidents. In fact, a single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe, violent, or egregious.

Investigation and Response

If IPS knows, or reasonably should know, that sexual harassment has created a hostile environment, it will promptly investigate to determine what occurred and take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, IPS will take prompt and effective steps reasonably calculated to end the sexual harassment, eliminate the hostile environment, prevent its recurrence and as appropriate, remedy its effects. IPS will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of IPS, either formally or informally. IPS will take these steps every time a complaint, alleging sexual harassment comes to the attention of IPS, either formally or informally.

Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation, to the extent that such investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve IPS of its independent obligation to investigate and resolve sexual harassment.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff or other third parties involved in school district activities. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Retaliation and False Allegations

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. IPS will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

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The CEO will develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy.

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Reports of discrimination and discriminatory harassment will be referred to IPS's Title IX/Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to IPS's Section 504 Coordinator.

Notice and Training

The CEO will develop procedures to provide age-appropriate information and education to district staff, students, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum sexual harassment recognition and prevention and the elements of this policy will be included in staff, student and regular volunteer orientation. This policy and the procedure, which includes the complaint process, will be posted in each district building in a place available to staff, students, parents, volunteers and visitors. Information about the policy and procedure will be clearly stated and conspicuously posted throughout each school building, provided to each employee and reproduced in each student, staff, volunteer and parent handbook. Such notices will identify IPS's Title IX coordinator and provide contact information, including the coordinator's email address.

Policy Review

The CEO will make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The CEO is encouraged to involve staff, students, volunteers and parents in the review process.

Student Records

Impact Public Schools (IPS) will maintain those student records necessary for the educational guidance and/or welfare of students, for orderly and efficient operation of schools and as required by law. All information related to individual students will be treated in a confidential and professional manner. IPS will use reasonable methods to ensure that teachers and other school officials obtain access to only those education records in which they have legitimate educational interests. When information is released in compliance with state and federal law, IPS and district employees are immune from civil liability unless they acted with gross negligence or in bad faith.

IPS will retain records in compliance with the current, approved versions of the Local Government General Records Retention Schedule (CORE) and the School Districts and Educational Service Districts Records Retention Schedule, both of which are published on the Secretary of State's website at: www.sos.wa.gov/archives/recordsretentionschedules.aspx.

Student records are the property of IPS but will be available in an orderly and timely manner to students and parents. "Parent" includes the state Department of Social and Health Services when a minor student has been found dependent and placed in state custody. A parent or adult student may challenge any information in a student record believed inaccurate, misleading or in violation of the privacy or other rights of the student.

Student records will be forwarded to other school agencies upon request. A high school student may grant authority to IPS which permits prospective employers to review the student's transcript. Parental or adult student consent will be required before IPS may release student records other than to a school agency or organization, except as otherwise provided by law.

A grades report, transcript, or diploma will not be released until a student has made restitution for damages assessed as a result of losing or damaging school materials or equipment. If a student has transferred to another school district that has requested the student's records, but the student has an outstanding fee or fine, only records pertaining to the student's academic performance, special placement, immunization history and discipline actions will be sent to the enrolling school. The content of those records will be communicated to the enrolling district within two school days and copies of the records will be sent as soon as possible. The official transcript will not be released until the outstanding fee or fine is discharged. The enrolling school will be notified that the official transcript is being withheld due to an unpaid fee or fine.

The CEO will establish procedures governing the content, management and control of student records.

Cross References:	2100 - Educational Opportunities for Military Children
	3211 - Transgender Students
	3520 - Student Fees, Fines, or Charges
	4020 - Confidential Communications
	4040 - Public Access to District Records

Legal References:	20 U.S.C. 1232g Family Education Rights and Privacy Act
	CFR 34 , Part 99 Family Education Rights and Privacy Act
	Regulations

RCW 28A.150.510 Transmittal of education records to DSHS—Disclosure of educational records—Data sharing agreements—Comprehensive needs requirement document—Report.

RCW 28A.195.070 Official transcript withholding – Transmittal of information

RCW 28A.225.151 Reports.

RCW 28A.225.330 Enrolling students from other districts — Requests for information and permanent records — Withheld transcripts — Immunity from liability — Notification to teachers and security personnel — Rules

RCW 28A.230.120 High school diplomas — Issuance — Option to receive final transcripts —Notice

RCW 28A.230.180 Educational and career opportunities in the military, student access to information on, when

RCW 28A.600.475 Exchange of information with law enforcement and juvenile court officials – Notification of parents and students.

RCW 28A.605.030 Student education records – Parental review—release of records—Procedure.

RCW 28A.635.060 Defacing or injuring school property — Liability of pupil, parent or guardian — Withholding grades, diploma, or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected

RCW 40.24.030 Address Confidentiality Program — Application — Certification

Chapter 246-105 WAC Immunization of child care and school children against certain vaccine-preventable diseases

Chapter 392-172A WAC Rules for the provision of special education

Chapter 392-182 WAC Student Health Records

Chapter 392-415-WAC Secondary Education- standardized high school transcript

WAC 181-87-093 Failure to assure the transfer of student record information or student records

WAC 392-121-182 Alternative learning experience requirements

WAC 392-122-228 Alternative learning experiences for juvenile students incarcerated in adult jail facilities

WAC 392-500-025 Pupil tests and records — Tests— School district policy in writing

Title I Parental Involvement

The Impact Public School's (IPS) board recognizes that parent and family engagement helps students participating in Title I programs achieve academic standards. To promote parent and family engagement, the board adopts the following policy, which describes how IPS will involve parents and family members of Title I students in developing and implementing IPS's Title I programs.

District-Wide Parent and Family Engagement

IPS will do the following to promote parent and family engagement:

- A. IPS will involve parents and family members in jointly developing IPS's Title I plan.
- B. IPS will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within IPS in the planning and implementing of effective parent and family involvement activities to improve student academic achievement and school performance.
- C. IPS will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all Title I schools. At that meeting, the following will be identified:
 - 1. Barriers to greater participation by parents in Title I activities;
 - 2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; an
 - 3. Strategies to support successful school and family interactions.

IPS will use the findings from the annual evaluation to design evidence-based strategies for more effective parental involvement and to revise this policy if necessary.

IPS will facilitate removing barriers to parental involvement by doing the following: holding home visits for new families, holding meetings at various times of day to accommodate family schedules and providing access to student mentors during school hours.

- D. IPS will involve parents of Title I students in decisions about how the Title I funds reserved for parent and family engagement are spent. IPS must use Title I funds reserved for parent and family engagement for at least one of the reasons specified in 20 U.S.C. § 6318(a)(3)(D).
- E. IPS and each of the schools within IPS providing Title I services will do the following to support a partnership among schools, parents, and the community to improve student academic achievement:
 - 1. Provide assistance to parents of Title I students, as appropriate, in understanding the following topics:
 - a. Washington's challenging academic standards;
 - b. State and local academic assessments, including alternate assessments;
 - c. The requirements of Title I;
 - d. How to monitor their child's progress; and

- e. How to work with educators to improve the achievement of their children
- 2. Provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. Parents will receive annual training on their child's personalized learning plan, as well as regular updates on their progress on plans.
- 3. Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff with the assistance of parents, in the value and utility of contributions of parents and how to do the following:
 - 1. Reach out, communicate with, and work with parents as equal partners;
 - 2. Implement and coordinate parent programs; and
 - 3. Build ties between parents and the school.
 - 2. Coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with similar strategies used under other programs, such as:
 - a. Head Start;
 - a. Even Start;
 - b. Learning Assistance Program;
 - c. Special Education; and
 - d. State-operated preschool programs.
- 2. Ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children. The information will be provided in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. IPS will use the school website, flyers in backpacks, and the school calendar to share information about events.

School-Based Parent and Family Engagement Policies

Each school offering Title I services will have a separate parent and family engagement policy, which will be developed with parents and family members of Title I students. Parents and family members will receive notice of their school's parent and family engagement policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

Each school-based policy will describe how each school will do the following:

- 1. Convene an annual meeting at a convenient time, to which all parents of Title I students will be invited and encouraged to attend, to inform parents of their schools' participation under Title I, to explain the requirements of Title I, and to explain the rights that parents have under Title I;
- 2. Offer meeting times that are conducive to maximizing family participation;
- 3. Involve parents, in an organized, ongoing, and timely way in the planning, reviewing, and improving of Title I programs; and
- 4. Provide parents of Title I students the following:
 - 1. Timely information about Title I programs;
 - 2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.

Each school-based policy will include a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve state standards. The compact must do the following:

- A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I students to meet Washington's challenging academic standards and describe the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom, and participating, as appropriate, in decisions relating to the education of their children, including the positive use of extracurricular time; and
- B. Address the importance of communication between teachers and parents on an ongoing basis through the following:
 1. Annual parent-teacher conferences in elementary schools during which the compact will be discussed as the compact relates to the individual child's achievements;
 2. Frequent reports to parents on their children's progress;
 3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Transgender Students

The Impact Public Schools' (IPS) board believes in fostering an educational environment that is safe and free of discrimination for all students, regardless of sex, sexual orientation, gender identity or gender expression. To that end, the board recognizes the importance of an inclusive approach toward transgender students with regard to official records, confidential health and education information, communication, restroom and locker room accessibility, sports and physical education, dress codes and other school activities, in order to provide these students with an equal opportunity for learning and achievement. This policy and its procedure will support that effort by facilitating IPS compliance with local, state and federal laws concerning harassment, intimidation, bullying and discrimination.

Cross References: 2145 - Suicide Prevention
 3207 - Prohibition of Harassment, Intimidation and Bullying
 3210 - Nondiscrimination
 3231 - Student Records

Legal References: RCW 28A.642 Discrimination Prohibition
 20 U.S.C. 1232g, 34 C.F.R., Part 99 - Family Education Rights
 and Privacy Act

Management Resources: 2014 - December Issue
 2013 - December Issue
 Prohibiting Discrimination in Washington Public Schools -
 OSPI Guidelines for school districts to implement Chapters
 28A.640 and 28A.642 RCW and Chapter 392-190 WAC
 (February 2012)

Adoption Date:
Classification: **Discretionary**
Revised Dates: **12.13; 12.14**



IMPACT

PUBLIC SCHOOLS

Impact | Renton Attachment 14 (Section 15)

Contents:

- Completed and Signed Board Member Information Forms
 - Daniel Zavala
 - Micaela Razo
 - Noah Wepman
 - Sara Morris
 - Patrick Methvin
 - Tatiana Epanchin-Troyan
 - Todd Meldahl
- Board Member Resumes
 - Daniel Zavala
 - Micaela Razo
 - Noah Wepman
 - Sara Morris
 - Patrick Methvin
 - Tatiana Epanchin-Troyan
 - Todd Meldahl



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	Impact Public Schools (Impact Renton)
2. Full name	Daniel Zavala
Home Address	
Business Name and Address	Building Changes
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.

Daniel is a Washington native with family on both sides of the mountains. His path to policy work was shaped by his parents' backgrounds in education and social justice. His career started in the classroom as a bilingual special education teacher after finishing his bachelor's and master's degrees at Stanford University. As a teacher for students with special needs, he saw firsthand the intersection of law and policy in the classroom. After teaching, he earned his law degree at the University of Washington, focusing on education issues and working with education groups and the Washington State Attorney General's Office in the Education Division. After law school, Daniel worked for StudentsFirst on state-level policy, and most recently served as the deputy director at TennesseeCAN. He worked as the Director of Policy and Government Relations at League of Education Voters and is now Director of Policy and Strategic Communications at Building Changes.

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

Does not apply to me. Yes

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

I wish to serve on the board to provide insight and strategic assistance to the general direction of school operations and financial health. I have experience teaching in both traditional district run and charter public schools and am committed to the student and community population that surrounds the school sites.

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

The appropriate role is to be a steward of the organizational mission and governance structure. I will also serve as a thought partner and where necessary, weigh in on decisions that relate to governance, operations, and organizational need.

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

why you have the capability to be an effective board member.

I have served on the boards of other nonprofits, including those relating to community service (YMCA) and education (UW College of Education).

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

I have a law degree and work in education policy. Both those will bring direct and valuable contributions to the organizational needs.

School Mission and Program

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

IPS mission is to prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders and make a broader impact on public education by advocating for policies that close the opportunity gap and provide all students a high-quality education.

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

I am familiar with the school's desire to bring personalized/unique learning experiences that match student need. I have toured the facility and met several of the staff.

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

The strongest characteristics of a successful school are its staff – specifically its teachers and the school leader. Coupling this with a strong academic program, inclusive school culture that engages community members and families, and nonacademic supports will lead to a successful school.

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

The school leaders have outlined very specific enrollment and financial targets that can be benchmarked with progress checks. Further, surveys and other feedback loops are built into review processes to also review success.

Governance

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

As a governance board, the board is tasked with reviewing and approving major operations action that will have a lasting financial impact on the school. Further the board is tasked with reviewing and working with school leadership on other areas of operations.

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

Several markers will be used – namely, enrollment targets, actual expenses relative to budget, staff retention, survey results.

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

Similar to annual targets, but with the inclusion of academic progress of students and other trend analysis that can be compiled based on multiple years of data.

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

The Board should remain involved in activities that include community in the school environment. Further the board needs to review materials presented by school leadership and meet on a regular basis to review and give thought partnership.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would take three different actions, depending on the severity of the problem: 1. Raise the issue with school leadership and the board chair; 2. Raise the issue in a board meeting and recommend specific action be taken; 3. Raise the issue to the Charter Commission ED.

Disclosures

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

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

I have attended board meetings and have met with all other members. I have also had individual meetings with several of the other board members.

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

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

I have met with most school employees at either a board meeting or other school event.

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

I / we do not know any such persons. Yes

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

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

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

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

I / we do not know any such persons. Yes

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

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

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

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

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

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

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

None. Yes

Certification

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

Signature

Date

2/13/20



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

Impact Public Schools (Impact | Renton)

2. Full name

Micaela Razo

Home Address

[REDACTED]

QuantumEd

Business Name and Address

441 Adair Dr. Richland, WA 99352

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

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
My understanding of the school's mission and guiding beliefs is to prepare diverse students so they can become the innovative leaders with the right to high quality education.
2. What is your understanding of the school's proposed educational program?
My understanding of the school's proposed educational program is robust in high quality academics to ensure educational equality to all students at their academic levels.
3. What do you believe to be the characteristics of a successful school?
1. **Clear and firm understanding of the charter promises with a consistent way to measure them**
 2. **Clarity of roles and responsibilities**

3. **Demonstration of a clear understanding of the difference between governance and management**
 4. **Focused on results**
 5. **Passionate and striving belief in the charter school mission and core values**
 6. **Strong partnerships within community, business, leaders and families built with trust and respect.**
4. How will you know that the school is succeeding (or not) in its mission?
Board, administration management and staff will need to work together to have a clear and effective communication pathway to the students and families of the mission and desire to achieve greatness with every student. We will need to keep track of academic data and graduation rates to see what areas require attention if they are not measurable.

Governance

1. Describe the role that the board will play in the school's operation.
 1. **First and foremost, school boards look out for students. Education is the most important role to make sure that academics take place in a measurable and achievable way.**
 2. **Making decisions about school programs, school boards incorporate their community's view of what students should know and do.**
 3. **Accessible to the public and accountable for the performance of the school**
 4. **Ensure establishment of a robust management team and established fiscal policies**
2. How will you know if the school is successful at the end of the first year of operation?
Students have achieved the aspects of the educational program with measurable goals and fiscal policies will be upheld.
3. How will you know at the end of four years if the school is successful?
Measurable milestones were achieved in the areas of:
 1. **Academics-Graduation**
 2. **Professional Development**
 3. **Financial Stability**
 4. **Community & Family Engagement**
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
We need to ensure a shared vision and mission with clear communication and productive ideas to be collectively involved in the school's success.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would make sure I take the steps necessary written in Board rules to address the problem. I will follow the correct policies written by state and local guidelines to ensure it is handled in an appropriate and timely manner.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☐ I / we do not know any such persons. ☐ Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A. ☐ I / we have no such interest. ☐ Yes

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

Certification

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

Signature

Date

2/14/2020

NEW CHARTER SCHOOL APPLICATION

CHARTER SCHOOL BOARD MEMBER INFORMATION FORM

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

The purpose of this questionnaire is twofold:

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

Background

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

Impact Public Schools (Impact | Renton)

2. Full name

Noah Wepman

Home Address

Business Name and Address

New Leaders

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

Previously served as a founding board member for Future is Now Schools (nonprofit organization).

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

I wish to continue working with Impact Public Schools to help fulfill the mission and vision after working on staff to build the necessary financial tools for the launch of Impact | PSE.

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

The appropriate role is to provide expertise and guidance in the areas of school development and finance through my role as a member and Finance Committee member as the organization requires.

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

Previously served as the CFO of Impact Public Schools during the planning year for Impact | Puget Sound Elementary. I have deep knowledge of the school model and what it takes to launch an individual school site.

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

I have a deep understanding of school finance and, as mentioned above, an employment history with Impact Public Schools that allows me a deep understanding of the structure, finances and strategic direction of the organization.

School Mission and Program

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

IPS mission is to prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders and make a broader impact on public education by advocating for policies that close the opportunity gap and provide all students a high-quality education.

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

The educational program is rooted in individualized learning plans supported by a mentor group structure, with emphasis on social-emotional learning skills.

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

Strong mission alignment amongst faculty, strong family relationships and commitment to the community, strong operational and financial systems for long-term sustainability and growth.

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

Achievement of mission-specific goals approved by the Board, trends over time (academic, operational, financial, etc.) and other measures such as student enrollment.

Governance

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

Review and approve major operations that would have a financial impact on the school or nonprofit organization. As a governance board, there should be oversight in major decisions that impact the long-term sustainability and growth of the organization, as well as ensuring that the decisions made are implemented and effectively run.

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

The school has achieved academic results for students, daily measures of engagement (such as attendance) are met and operational success is evident (i.e. operating within budget with cash reserves, strong relationships with vendors).

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

Achievement of mission-specific goals approved by the Board, trends over time (academic, operational, financial, etc.) and other measures such as student enrollment

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

The Board must be abreast of various aspects of school function, including student, financial, operational and engagement data to ensure that expertise and guidance is offered in areas in which it is needed.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would present the issue to the Board Chair and CEO (pending the issue is not with either member) to identify a plan of action, support that plan of action and, if no resolution is reached, bring the issue to the WA State Charter Commission.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

☐ I / we do not know any such employees. ☒ Yes

Professional relationship through prior work at Impact.

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

☐ I / we do not know any such persons. ☒ Yes

Professional relationship through prior work at Impact.

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

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

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

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

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

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

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

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

Certification

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

Signature

Date

See the following page for Noah Wepman's certification and signature.

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

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

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

None. Yes

Certification

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

Signature

Date



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 Impact Public Schools (Impact | Renton)
2. Full name Sara Morris
Home Address [REDACTED]
Business Name and Address The Beecher's Foundation
1725 Westlake Avenue N #150, Seattle WA
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.)

☒ Resume and professional bio are attached.

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

☒ Does not apply to me. ☐ Yes

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

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

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

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

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

I have served on other non-profit boards, have served as the Executive Director of a large education non-profit in WA state and as president of a charitable foundation.

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

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

School Mission and Program

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

While the school has continued to innovate and iterate its educational program, the mission has always been the same: to prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders. At the heart of this mission, we believe in addressing social inequities through the capacity of our schools, and we do this by serving a heterogeneous student population in untracked classrooms. We offer a rigorous academic program and our students thrive for a number of reasons. First, we believe in hiring and

retaining high performing teachers. Second, we believe in cultivating inclusive learning communities. Third, we have high expectations for all students – no matter students' backgrounds, we believe all students can go to a four-year college.

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

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

- **Deeper Learning Skills:** Critical thinking, communication, and problem-solving skills needed to succeed in and engage with today's world.
- **Habits of Leadership:** Social, self, and interpersonal skills needed to succeed in college and the working world.
- **Core Skills & Content:** Basic skills and information that must be learned in a variety of disciplines
- **Real World Experiences (Expeditions):** Students need to engage with the world to discover their passions and apply their learnings in an interdisciplinary environment.

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

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

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

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

Governance

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

Board will not be involved in day-to-day operations. As mentioned above, the Board has three primary responsibilities. By providing financial oversight and hiring the best talent to lead the organization, the Board will ensure operations are executed at or above standard. Of course Board members will provide expertise as they have it.

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

We will know the school is successful at the end of the first year of operation if we can show significant academic growth for all students on the MAP assessment and we have strong

enrollment. In addition, we will be on a budget and students will be on track within the Learning Management System (LMS).

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

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

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

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

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

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

Disclosures

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

☐ I / we do not know any such trustees. ☒ Yes

I know other board members from my time serving on the IPS board.

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.

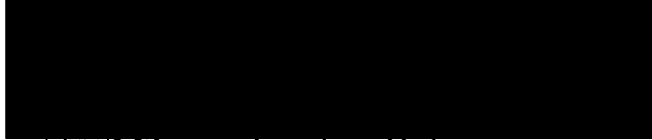
☐ I / we do not know any such trustees. ☒ Yes

I have met school employees during my time serving on the IPS board through school events, tours and board meetings.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
- ☒ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
- ☒ I / we do not anticipate conducting any such business. ☐ Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
- ☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.
- ☐ I / we do not know any such persons. ☐ Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
- ☒ N/A. ☐ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
- ☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
- ☒ Does not apply to me, my spouse or family. ☐ Yes
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
- ☒ None. ☐ Yes

Certification

I, Sara Morris, certify to the best of my knowledge and ability that the information I am providing to the Washington State Charter School Commission as a prospective board member for Impact | Renton

A large black rectangular box redacting the signature of Sara Morris.

Signature

1/15/20
Date



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

Impact Public Schools (Impact | Renton)

2. Full name

Patrick Methvin

Home Address

[REDACTED]

Business Name and Address

Bill and Melinda Gates Foundation
500 5th Ave N, Seattle, WA 98109

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.)
☒ Resume and professional bio are attached.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
☒ Does not apply to me. ☐ Yes
5. Why do you wish to serve on the board of the proposed charter school?
Serving on the Impact Public Schools Board will provide me an opportunity to invest my time, resources and energy behind a school and leadership team that I believe has the opportunity to make a tremendous impact on Washington's students. The Leadership team has a proven track record of success with students from diverse backgrounds and I hope to support those leaders in their development as they work to positively impact the lives of thousands of students.
6. What is your understanding of the appropriate role of a public charter school board member?
The Board's role is primarily to provide fiscal oversight, hire/fire the CEO, support the leadership team's development/advancement, serve as an evangelist for the organization's mission, support fundraising and oversee the long-term strategic plan to achieve the organization's mission.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have served on other non-profit boards including a member of a highly successful charter school in Atlanta, Ga that expanded to multiple schools successfully serving thousands of students.
8. Describe the specific knowledge and experience that you would bring to the board.
Board development and governance experience, leadership development to align management time and resources to founding mission, financial analysis! diligence, fundraising, experience expanding networks.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The mission is to prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders. The current Board and leadership team believes in addressing social inequities through the capacity of its schools and plans to do this by serving a heterogeneous student population. It will offer a rigorous academic program by hiring and retaining high performing teachers, cultivating inclusive learning communities and holding high expectations for all students.
2. What is your understanding of the school's proposed educational program?
Our educational program is focused on what it takes to be truly college ready:

- **Deeper Learning Skills:** Critical thinking, communication, and problem-solving skills needed to succeed in and engage with today's world.
 - **Habits of Leadership:** Social, self, and interpersonal skills needed to succeed in college and the working world.
 - **Core Skills & Content:** Basic skills and information that must be learned in a variety of disciplines
3. What do you believe to be the characteristics of a successful school?
- **A clear, palpable school culture** (I've seen many different cultures in high performing schools but the key in all of them is that the culture itself was strong and positive)
 - **Inclusive leadership practices** leveraging the leadership capabilities of all community members (Board, Leadership team, Teachers, Parents, Students, etc)
 - **Student-centric culture**---all difficult decisions end with a focus on student impact
 - **Data-driven decision making** to help personalize the student experience
 - **Continuous professional development** for teaching and administrative staff
 - **Student success defined not just by metrics in the school's grade levels but also in markers well beyond** (e.g. college success)
4. How will you know that the school is succeeding (or not) in its mission?
- The school is succeeding if it is exceeding targets (outlined in the charter) related to academic, operational and financial frameworks. Student outcomes data will provide critical near-term indicators along with qualitative input from stakeholders surveys.**

Governance

1. Describe the role that the board will play in the school's operation.
Board should not be operational entities from a day to day perspective. They should focus on oversight of key functions (financial, leadership and achievement of standards outlined in the charter. Individual Board members will be relied upon for key subcommittees (finance, governance, etc) and will serve as either thought partners and coaches to relevant leadership team members on those topics.
2. How will you know if the school is successful at the end of the first year of operation?
Strong enrollment, on budget, fully staffed to plan, student academic growth (via MAP or other instruments)
3. How will you know at the end of four years if the school is successful?
Strong performance against afore-mentioned standards (operational, financial, academic) PLUS comparison to similar schools on academic performance indicators, economic stability on public funds and low teacher turnover.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Hire and coach the right leader, ask the right questions about each of the three core areas (operational, financial, academic) provide support whenever needed

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Issues such as this should be addressed in the Board protocols. However, pursuant to those protocols, I would first confront the offending Board member with the issue, then inform the Board chair and finally inform the full Board with an intention to remove the individual if previous steps have not been sufficient.

Disclosures

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

☒ I / we do not know any such trustees. ☐ Yes

I have served on the Impact Board since 2017, thus I know all active board members. There are no prospective board members for IPS at this moment.

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

☐ I / we do not know any such employees. ☒ Yes

Yes - I am familiar with Noah Wepman from the Bill & Melinda Gates Foundation. We did not work on the same team but I was familiar with his work there as an exemplary staff member with specific expertise on issues relevant to his current role at IPS

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

Signature

Date

1/16/20

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

Impact Public Schools (Impact | Renton)

2. Full name

Tatiana Epanchin

Home Address

Business Name and Address

Catalyst Public Schools

Phone Number

E-mail address

[REDACTED]

3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)
- ☒ Resume and professional bio are attached.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
- ☒ Does not apply to me. ☐ Yes

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

I believe in school choice and that charter schools are a mechanism for achieving that. When strong and well run, charter schools provide choice to families. All students benefit when there is variety in the sector

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

I help the CEO think through program, hiring, professional development, teacher observation and other instructional choices. My experience and expertise allows me to provide thoughtful oversight and thought partnership.

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

I served at Aspire Public Schools for 13 years, I founded School Leader Lab, a school leader development program. In the capacity of both roles, I have worked with boards and with school boards.

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

The experience that I have from my time at Aspire Public Schools and working with charter schools across the District of Columbia helps me in my work with the board. In addition, I have extensive experience in delivering PD and can facilitate adult learning well. I have led two organizations keeping Diversity Equity and Inclusion at the center.

School Mission and Program

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

Impact Public Schools will grow into a network of schools in Puget Sound and Yakima Valley. Students receive multiple opportunities to engage with academic material in whole and small groups. Impact is a place where all people, students, families, teachers, and staff grow and learn. The school has leaned into all its values in the short time that it has been open and I am certain that Impact: Salish Sea will be no exception.

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

Each day students have time for extra support in power hour, spend time in small groups on literacy and math. These include writers workshop and guided reading. Students work on passion projects and have PE and art. The model is student centered and intentionally inclusive.

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

Schools with a laser like focus on all kinds of data, authentic time for experimentation and adjustment to meet the needs of students. Data has to include assessments, participation, attendance, discipline, not just SBAC. When a school is actively engaged in ensuring that not group is over-represented in any area, that is when they are successful.

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

When the school is fully enrolled and when there is a waitlist for attendance. When we are invited to share successes with others in the community locally and more broadly, we will know that we have something special and something that is working.

Governance

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

The board will uphold the organizational values and ensure that the school team is doing the same. The board will monitor CEO and organizational progress and provide thought partnership.

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

High student and teacher retention, a sizeable waitlist, strong survey data from teachers and families, more than a year of academic growth for scholars.

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

In addition to what was stated above, we will see funders eager to engage with the organization and a healthy plan in place to open according to the organization's growth plan.

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

Promote the great work of Impact Public Schools. Hold us accountable to be a top-rated board for the organization.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

We are an open board and we discuss issues directly and with expediency. We hold each other accountable for upholding the mission and the values of the school.

Disclosures

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

I was the co-founder of School Leader Lab in DC where we cultivated leadership development. We do not have any work in Washington. I am the co-founder of Catalyst Public Schools, authorized to open in August 2020. In that work, we are not a provider of services to Impact Public Schools.

6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A. ☐ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
☒ None. ☐ Yes

Certification

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

Signature

Date

2/28/2020



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 Impact Public Schools (Impact | Renton)
2. Full name Todd Meldahl
Home Address [REDACTED]
Business Name and Address Amazon
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.)
☒ Resume and professional bio are attached.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
☒ Does not apply to me. ☐ Yes
5. Why do you wish to serve on the board of the proposed charter school?
To facilitate the IPS growth plan using my experience in real estate acquisitions.
6. What is your understanding of the appropriate role of a public charter school board member?
Provide guidance, support and governance to ensure responsible operations and growth of the school and network.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Professional experience in creating strategic plans to identify optimal space solutions and facilitate acquisition of facilities to align with mission critical components of different organizations.
8. Describe the specific knowledge and experience that you would bring to the board.
See answer to question 7.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
To prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders while making a larger impact on statewide policy.
2. What is your understanding of the school's proposed educational program?
Personalized student learning with dedicated adult support and project-based programming to simulate real-world application.
3. What do you believe to be the characteristics of a successful school?

Adequate physical space to reflect the academic program, mission-aligned faculty and Board and strong financial controls.

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

Meeting annual performance metrics, including student achievement, operational and financial goals.

Governance

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

Providing oversight and tight control over critical aspects of school operations, such as fiscal oversight and enforcement of policies.

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

Meeting the aforementioned performance metrics, strong fiscal health and adherence to the growth plan.

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

Trending student performance metrics (including student academics, retention) and community interest, along with operational/financial health.

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

Develop a deep understanding of the IPS model and growth plan to ensure measures are being taken to align with the start-up plan and stay in compliance with authorizer and state. Seek out learning opportunities in areas that board members are unfamiliar with and ensure that expertise is being leverage in a way that benefits the school.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Approach the Board Chair with concerns and/or the CEO given the circumstances. If the situation warranted additional follow-up, involve the Charter Commission for further guidance.

Disclosures

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

☐ I / we do not know any such trustees. ☒ Yes

Friend of CEO

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

☐ I / we do not know any such trustees. ☒ Yes

Friend of CEO

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

☒ I / we do not know any such persons. ☐ Yes

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

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

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

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

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

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

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

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

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

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

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

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

☒ None. ☐ Yes

Certification

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



Signature

2/10/2020

Date

DANIEL ZAVALA

Profile: Versatile intrapreneur with experience managing content-expert teams and leading long-term projects and program management. Experienced in working with external organizations to foster strategic relationships, monitor ongoing changes in law and policy, and communicate organizational positions. Well versed in the dynamics of rapidly growing teams and the need to facilitate operational sustainability and growth. Known to be a quick and curious learner, an effective communicator, and biased towards action and innovation.

EDUCATION

UNIVERSITY OF WASHINGTON SCHOOL OF LAW | Seattle, Washington

Juris Doctor, June 2013

Bar Admitted in Washington State: Bar No. 47595

STANFORD UNIVERSITY | Stanford, California

Master of Arts, Psychology, June 2008

Bachelor of Arts, International Relations, March 2008

PROFESSIONAL EXPERIENCE

LEAGUE OF EDUCATION VOTERS | 2016-Present | Seattle, Washington

Director of Policy and Government Relations (November 2016-Present) Supervise members of the policy department and manage the contract lobbyists doing government relations. Advise and collaborate with the CEO on matters related to the organization's strategic plan, operations, and policy development. Facilitate cross-department work flow with community outreach and communications staff. Provide ongoing support to development, including fundraising efforts and board engagement.

STUDENTSFIRST/50CAN | 2014-2016 | Sacramento, California and Nashville, Tennessee

Deputy Director. (April 2016-December 2016) Continue to perform the functions of my previous role as State Policy Director. Additionally, support the Executive Director and strengthen the state operations in Tennessee through legal and policy guidance, fundraising and donor relations, and cross-team management.

State Policy Director. (September 2014-March 2016) Lobbied local- and state-elected officials and stakeholders on policy related to funding, accountability and transparency frameworks, data systems, and expanded school choice. Monitor and analyze bill developments during legislative sessions. Establish and maintain relationships with legislators and partner organizations. Draft and amend education legislation from inception until enactment.

Legislative Analyst. (January 2014-August 2014) Researched and advocated for education policies across the nation, focusing on teacher quality, school choice, and governance. Analyzed legislation and litigation in a portfolio of states, including California, New York, Tennessee, Iowa, Maine, Georgia, and Washington.

PROFESSIONAL EXPERIENCE (CONTINUED)

TEACH FOR AMERICA | Summer 2012 | Washington, D.C.

Government Affairs Fellow. Lobbied and drafted communiqué to Congress and community organizations. Researched and drafted a white paper on national and state policies related to teacher and curricula quality, testing standards, and charter school laws.

OFFICE OF THE ATTORNEY GENERAL | Summer 2011 | Olympia, Washington

Law Clerk in the Education Division. Drafted legal and policy documents pertaining to education in Washington State. Worked with counsel to monitor ongoing litigation and recommend positions for the Governor and state agencies.

AMAZON.COM | 2011-2013 | Seattle, Washington

Legal Intern. Drafted and updated companywide policies to ensure federal and state regulatory compliance with multiple product categories. Supported the retail operations teams with industry research analysis, contract management, and other coordinated tasks.

OTHER BACKGROUND

Affiliations

Education Pioneers, Graduate School Fellow, 2012

Teach For America, Corps Member, 2008-2010

Programs and Projects

50CAN (The 50-State Campaign for Achievement Now), Consultant, 2017

Washington State Charter School Commission, Evaluator, 2013-2015

University of Washington Foster School of Business, Technology Entrepreneurship Program Certificate, 2012-2013

Other Work Experience

Williams Kastner & Gibbs, Summer Associate, 2011

Potomac Lighthouse Public School, Special Education Teacher, 2009-2010

New York City Department of Education, Special Education Teacher, 2008-2009

LANGUAGES

SPANISH *Highly proficient* in reading and writing. *Proficient* in speaking.

MICAELA RAZO

PROFESSIONAL GOAL

To obtain a position where I can maximize my skills as a self-motivated, experienced, professional and courteous individual seeking the opportunity to serve with an upbeat professional and refreshing attitude.

ACADEMIC BACKGROUND

Yakima Valley Community College (2013)

- Associate Degree– Art of Science DTA, GPA of 3.5, Dean’s List

Central Washington University (2000)

- 96 credits- Education classes

Yakima Valley Community College (1996)

- 25 Credits - CDA Early Learning

QUALIFICATION HIGHLIGHTS

- Results-oriented leader with a focus on delivering high quality code and results in high traffic environments. Provides solutions that will fit for the long-term.
- Over 10 years of experience in advocacy for Education, Community engagement, and Civic engagement.
- Over 5 years in lobbying projects
- Project planning, deployment and management. Network administration with outreach leadership.
- Experienced in different stages of community outreach, civic engagement within Community, campaigning, lobbying, and advocacy
- Proven leadership ability: capable of keeping projects on track, day-to-day tasks and long-term deadlines. Excellent customer service: communication, presentation and interpersonal skills.
- Bilingual translator in Spanish- English
- Certification on coaching leadership
- Certification on Outreach Organizer
- Granger LULAC Board member
- Latino Coalition Board member
- WSPTA Region 11 Director
- WSPTA Region 12 Legislative

PROFESSIONAL EXPERIENCE

QuantumEd, WA

Business Consultant, Founder (2014-Present)

- Promotes the implementation of high technology for business and educational use
- Develop consulting contracts with organizations/companies.
 - WaCharters -Advocacy on Charter Schools/ Lobbying
 - FWD.us – Immigration reform/ DACA /Lobbying
 - DEFR- Research on Latinos Voting in Yakima County
 - Latino Community Fund – Community Forums / outreach
 - Progreso- Leadership training/ Advocacy engagement on community issues
 - Bill Bryant Campaign for Governor- Director of Field
 - Team Concept- Business manger/ grant, contract writer
- Provides consulting in-house and state-wide training and instruction to clients
- Improved strategy design and methods for clients in project requested

League of Education Voters, WA

Community Organizer (2013 -2015)

- Spearheaded relationship-building and cultivated meaningful collaborations with community leaders, local politicians, and community-based organizations.
- Built effective coalitions to influence, direct or change education policies.
- Developed strategic action goals, mobilized community members.
- Prepared effective messaging, created presentations, drafted grant reports and requests for proposals.
- Planned multiple events across the state.

Grandview School District, WA

Substitute Teacher (2012-2013)

- Teaching, classroom management control and following lesson plan for classroom.

NOAH L. PEPMAN

PROFESSIONAL EXPERIENCE

NEW LEADERS

Seattle, WA
2018 - Present

Chief Financial and Growth Officer

Responsible for all financial functions of \$28M national non-profit organization. Lead new site development team responsible for increasing the number of partnership and participants.

INDEPENDENT CONSULTANT

Seattle, WA

Work with education organizations, including new and growing schools, systems of schools, and non-profits, at the intersection of resources and strategy. Projects include creating sustainable economic models for schools, systems, and organizations; assisting charter schools navigate acquisition and financing for facilities; and developing impact and system-change strategies for national non-profits.

IMPACT PUBLIC SCHOOLS

Tukwila, WA
2017 -2018

Founding Chief Financial and Operating Officer

Co-founded a new charter school network in Washington state that will open its first school in August 2018. Presented to prospective families, community members, and local and national education organizations. Formulated the operating budget and 5-year financial plan for the enterprise. Led negotiations for the purchase and financing of the school site. Created the operating structures for the school and network and hired the founding operations team. Co-led efforts to raise more than \$5M in start-up funds. Recruited board members to augment the founding board.

BILL & MELINDA GATES FOUNDATION

Seattle, WA
2010 – 2017

Senior Program Officer, K-12 Education

Led a team of program officers responsible for crafting and executing an investment strategy to increase the availability and use of data to drive improvement cycles for teachers, schools, and school systems. Structured \$50M in grants and program related investments to increase facilities capital for charter schools and create new models for project financing. Managed a \$30 million grant portfolio to scale innovative approaches and tools that enable school systems to align their resources of time and money with strategies that improve outcomes for students. Led the creation of the K-12 strategy on scaling collective impact practices to support high quality teaching and learning. Supported grantees to institute and transition to financially sustainable operating models.

INDEPENDENT CONSULTANT

Washington, DC
2009 – 2010

Worked with national non-profits, foundations, and school districts on finance, management, and policy projects. Engagements included advising states on Race to the Top applications and implementation strategies, supporting a large urban school district during teacher contract negotiations, and conducting an analysis of resource allocation between school districts and high-achieving charter schools. Wrote white paper briefs used for elected official briefings.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Washington, DC
2008 - 2009

Chief Financial Officer

Principal advisor to the Chancellor on all financial and resource allocation matters. Responsible for budget development and execution, accounts payable, payroll, and financial reporting, utilizing the

██████████
 DCPS \$760 million annual operating budget. ██████████ a staff of 60 people and a budget of over \$4 million. Member of the ██████████ strategic planning, policy, operations, and organizational development. Accomplishments include:

- Designing, building, and implementing a new school-based budgeting system;
- Creating a framework of informed financial decision-making by introducing regular and reliable financial reporting when no such reporting previously existed;
- Instituting a set of department-wide performance measures to improve services to stakeholders and foster a culture of shared accountability among staff;
- Leading the agency through a one-year transition from an \$80 million operating deficit to ending the year in balance while increasing direct funding to schools by 7%;
- Implementing a system of internal controls that resulted in the school system being upgraded in the City's annual financial audit after three years of material weakness findings.

EXECUTIVE OFFICE OF THE MAYOR

Washington, DC

Education Program Manager, Office of the City Administrator

2007 – 2008

Managed budget development for all city agencies included in the public education portfolio, including District of Columbia Public Schools, Office of the State Superintendent of Education, DC Public Libraries, and the Office of Public Education Facilities Modernization in creation of the Mayor's annual budget. Primary advisor to the Mayor and City Administrator on education finance issues. On behalf of the Administration, coordinated interagency activities amongst the education agencies in the District, directed much of the work in transferring state level responsibilities from DCPS to the newly created Office of the State Superintendent for Education, and assisted in creating the operational structure of the new Office of Public Education Facilities Modernization.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Washington, DC

Deputy Director, Resource Allocation & Management, Office of the Superintendent

2002 – 2007

Responsible for crafting the strategic framework of the agency's annual \$1 billion performance-based budget request. Worked with senior leadership to prioritize reform efforts and ensure that adequate resources were allocated to each effort, as well as establish appropriate benchmarks and measures to monitor progress. Served as project manager over the annual school-based allocation process. Duties included overseeing the allocation and budgeting of over \$500 million in local and federal funds to the district's 150 schools and programs; directing a Superintendent's task force on retooling and bringing innovation to the student-based funding formula; and collaborating with the district's operations team to redesign business operations to better serve the needs of local schools. Member of the negotiation team on collective bargaining contract negotiations.

Budget Officer, Office of Special Education Reform

Managed a six-person unit responsible for budget development and execution; strategic planning, policy, and statistical analysis; organizational development; and business operations within the Office of Special Education. Designed financial models to identify opportunities for revenue maximization. Created legislatively mandated Special Education Savings Plan approved by Mayor and DC Chief Financial Officer. Handled negotiations for departmental contracts and partnership agreements. Ensured agency compliance with federal consent decree.

Budget Analyst, Office of the Chief Financial Officer

Primary analyst for the Office of Special Education and 50 local schools for budget formulation, execution, and other financial issues. Liaison between the Office of the Chief Financial Officer and the Assistant Superintendent for Elementary Schools. Participated in the preparation of the agency's

operating budget submissions.

PROJECT BREAD – THE WALK FOR HUNGER

Boston, MA

Project Manager

1999 – 2000

Successfully managed day-to-day operations of an initiative that led to the inclusion of over \$15 million per year in the state's annual budget to augment federal funding for food programs to expand access to and participation in multiple statewide child feeding programs. Responsibilities included modeling and producing analyses on projected participation in each program based on a variety of policy proposals; presenting to state legislators the agency's request for additional dollars; and organizing lobbying events for advocates.

KAUFMAN CAMPAIGN CONSULTANTS

Sacramento, CA

Consultant

1998

Coordinated outreach and coalition building of labor unions, elected officials, and grassroots organizations for a statewide ballot measure. Wrote paid media and direct mail campaigns for State Assembly candidates.

JOE WINEKE FOR CONGRESS

Madison, WI

Finance Director

1998

For a congressional primary race, designed, wrote, and implemented a five-month finance plan that raised \$400; coordinated in-district fundraising; and worked with political action committee leaders to gain endorsements and PAC funds.

CONGRESSIONAL QUARTERLY

Washington, DC

Associate Editor Campaigns & Elections Magazine

1997 – 1998

Wrote and edited multiple sections of a political trade magazine, including case studies on recent elections. Edited all copy, supervised freelance writers, and wrote sections of weekly newsletter.

EDUCATION

THE GEORGE WASHINGTON UNIVERSITY

Washington, DC

Masters of Public Administration

- *Editor, Policy Perspectives Journal*
- *Member, Pi Alpha Alpha MPA Honors Society*

COLBY COLLEGE

Waterville, ME

Bachelor of Arts

BOARD SERVICE

Impact Public Schools (2018 – present) Trustee, Treasurer and co-chair of finance committee, president of the organization's real estate LLC.

Bertschi School (2012 – present) Trustee, co-chair of strategic planning task force, and member of the finance committee for an independent PK-5 school located in Seattle.

Civic Builders (2013 – 2017) Member, New Markets Tax Credit Advisory Board.

Future Is Now Schools (2011 – 2014) Founding board member of non-profit organization that developed innovative schools and galvanized teachers around reform strategies.

[REDACTED]
[REDACTED]
St. HOPE Public School [REDACTED] of a charter school
management organization operating in Sacramento, CA
[REDACTED]

SARA MORRIS

PROFESSIONAL EXPERIENCE

2016 – current **OSTARA CONSULTING GROUP**

SEATTLE, WA

Senior Consultant

Provide strategic consulting to non-profits in Washington State, including organizational development, workflow alignment and strategic messaging.

2010 – 2016 **ALLIANCE FOR EDUCATION**

SEATTLE, WA

President & CEO

- Led all aspects of \$5M high-profile education non-profit.
- In concert with 30-member Board of Directors, established vision and strategy for organization.
- Executed strategies aimed at transforming Seattle Public Schools (SPS) into a model urban school district.
- Stewarded organization as independent voice and external catalyst for change.
- Acted as ambassador for public education throughout Seattle.
- Promoted the values of accountability, high expectations, equity and excellence in public education.

Management

- Reported to 30-member board comprised of business, education and civic leaders.
- Managed 15 full-time staff and \$5 million operating budget.
- Oversaw programs, advocacy initiatives and direct investments into Seattle Public Schools.
- Managed relationships with foundations, corporations and individual donors.
- Managed extensive external partnerships including regional Superintendents, elected officials, charter sector leaders, union leaders, University of Washington College of Education faculty and leadership, principals, teachers, parent groups, policy advocates, researchers, and heads of social service organizations.

Program Highlights

- Co-founded nationally recognized Seattle Teacher Residency, preparing teachers (currently 80 and rising) in the medical residency model for sustained success in high-poverty SPS schools. Raised nearly \$3M in challenging fundraising environment.
- Led diverse, cross-city *Our Schools Coalition* to successfully advocate for dramatic, student-centered improvements to the collective bargaining agreement between SPS and teachers' union.
- Initiated and funded multi-year partnership between SPS and the *Urban Schools Human Capital Academy* to supportively redesign SPS' Human Resources functions.

2006 – 2010 **OVP VENTURE PARTNERS**

KIRKLAND, WA

Director of Marketing and Public Relations

- Developed brand positioning & overall marketing strategy for early-stage venture capital firm.
- Built awareness and cohesive brand identity with core constituencies, including entrepreneurs, co-investors, industry leaders, academics and financial media.
- Directed all media relations, including press releases, media interviews and media training.
- Provided counsel to portfolio companies on effective marketing strategies and tactics.

2003-2005 **THE TECHNOLOGY NETWORK (TECHNET)**

SEATTLE, WA

Executive Director, Northwest Operations

- Responsible for launching, developing and managing all TechNet operations in WA, OR & ID.
- Grew membership by more than 250% in under 18 months while holding expenses under budget.
- Worked closely with the CEO's and senior executives of Microsoft, Amazon.com, Madrona Venture Group, Terabeam, Expedia and other northwest companies to advance their public policy agendas.
- Spearheaded numerous internal, organization-building initiatives, including the development and implementation of TechNet's first-ever annual operating plan, the creation of a comprehensive communications plan, a re-crafting of the organizations' mission statement, and a mid-year staff retreat.

1999-2002	AMAZON.COM <i>Group Manager, Domestic Marketing</i> <ul style="list-style-type: none"> Developed new cash revenue stream for company partnering with 3rd party advertisers to utilize Amazon.com as media platform. Managed internal team and outside agency. Initiated and developed first-ever annual marketing plan (\$80M budget), coordinating across marketing channels and business units. <i>Marketing Manager, Consumer Electronics</i> <ul style="list-style-type: none"> Grew customer base 230% over 18 months. Developed integrated marketing strategy to acquire new customers. Managed execution across marketing mix, including print, PR, email, online placements, inbox insertions, and direct mail. Managed \$10M co-op marketing program; developed & executed fundraising & expenditure strategy. Managed dotted-line team of 80 people to launch and manage nationwide Sunday circular campaign; grew associated revenues to \$17M in one year. 	SEATTLE, WA
1995-1997	EURO RSCG TATHAM ADVERTISING CHICAGO, IL <i>Senior Research Analyst</i> <ul style="list-style-type: none"> Directed customer insight efforts and brand development strategies for clients including Procter & Gamble, Kemper Funds and the City of Chicago. Moderated focus groups and conducted quantitative consumer research, including statistical analysis. 	
1996 & 1993-1994	THE WHITE HOUSE <i>Deputy Communications Coordinator for Special Projects, 1996</i> <ul style="list-style-type: none"> Coordinated communications strategy with Clinton/Gore 1996 campaign headquarters and Democratic National Committee in successful re-election campaign. Prepared talking points, issue briefings, and state-by-state accomplishment documents for President for interviews, official events, and campaign events. Selected for debate prep team responsible for preparing briefing books for President and issuing rapid response documents during Presidential debates. <i>Communications Analyst, Health Care Reform War Room, 1993-1994</i> <ul style="list-style-type: none"> Created communications material on President's health care proposal and competing Congressional proposals for President, First Lady, Cabinet members, members of Congress, and surrogate speakers. 	WASHINGTON, D.C.
1994	U.S. SENATOR HARRIS WOFFORD <i>Campaign Research Analyst</i> <ul style="list-style-type: none"> Researched legislative history of candidate and opponent. Wrote position papers, press releases and copy for radio and television advertisements. 	WASHINGTON, D.C. & PHILADELPHIA, PA

EDUCATION

1997-1999	J.L. KELLOGG GRADUATE SCHOOL OF MANAGEMENT <i>MBA, June 1999</i> Triple major in marketing, finance & organizational behavior; Dean's List; orientation trip leader.	EVANSTON, IL
1990-1993	NORTHWESTERN UNIVERSITY <i>Bachelor of Arts, June 1993</i> Double major in U.S. history and political science; senior research project on education reform.	EVANSTON, IL

HONORS	Selected for Northwest Executive Leadership Institute (NELI) 2012; named one of Seattle's "40 Under 40" by the Puget Sound Business Journal 2003
BOARDS	Past Board Chair, Technology Access Foundation
INTERESTS	Travel, hiking, photography, performing arts, dogs
PERSONAL	Married; three daughters in Seattle Public Schools; reside in Seattle's Ballard neighborhood
REFERENCES	Available upon request

SARA MORRIS

Sara Morris joined the Beecher's Foundation as President in March of 2017, bringing 25 years' experience as an organizational leader in the for-profit and non-profit sectors. In this role she has tripled program offerings, converted the foundation to a public charity, raised outside funding, established an Advisory Board and overseen significant growth in the foundation's reach and impact in food and nutrition education.

Prior to joining Beecher's, Sara was President and CEO of the Alliance for Education from 2010 to 2016. The Alliance is Seattle's local education fund and one of the city's largest education non-profits. In this role, Sara reported to a 30-member Board of Directors and managed a 15-member staff and \$5 million annual budget. Bringing together the charitable resources of Seattle's business and philanthropic community to support more than 53,000 students in Seattle's public schools, Sara stewarded the organization as an independent voice and external catalyst for change in urban public education. Of note was Sara's role as co-founder of the nationally recognized Seattle Teacher Residency, a unique partnership between labor, academia, schools and community supporting the selective recruitment and preparation of exceptional teachers dedicated to serving Seattle's highest poverty students.



Sara began her career as a communications aide in the White House during the Clinton Administration and joined Amazon.com in 1999 in the heady, early days of e-commerce.

Sara received her undergraduate degree from Northwestern University in 1993 and her MBA from the Kellogg Graduate School of Management in 1999. She was named one of Seattle's "40 Under 40" by the *Puget Sound Business Journal* in 2003.

Sara served on the Board of Directors of the Technology Access Foundation and became a founding board member at Impact Public Schools, where she continues to serve. She was elected Board President at both organizations. In 2019 Sara competed in Plymouth Housing's "Dancing with the Stars" auction and fundraiser, dancing the tango in pink sequins (there is YouTube proof of this). She serves on the Steering Committee for Plymouth's 2020 event.

The Ballard neighborhood of Seattle is home to Sara, her husband, their three teenage daughters, dog Roscoe and the occasional foreign exchange student. She enjoys hiking, running, cross country skiing, travel, photography and being in the Methow Valley – and doing all those things with family and friends.

PATRICK B. METHVIN

EDUCATION

THE WHARTON SCHOOL, UNIVERSITY OF PENNSYLVANIA

Philadelphia, PA
2004-2006

MBA in Strategic Management

- Wharton Leadership Fellow, Leadership Venture Fellow

MS in Educational Leadership

- Education Industry Club Co-President

UNIVERSITY OF NORTH CAROLINA

Chapel Hill, NC
1997-2001

Bachelor of Arts with Distinction in Economics and Political Science

- Morehead Scholarship (4-year full scholarship based on academic achievement, leadership, athletic excellence and character), Honors Program, Dean's List, Order of the Grail-Valkyries, *President*, Order of Omega

RELEVANT EXPERIENCE

BILL & MELINDA GATES FOUNDATION

Seattle, WA
2013-present

Deputy Director -Postsecondary Success

Leads the team that is responsible for scaling innovations, including wholly new education and business models that have been proven at enterprise scale to help achieve a more student-centric, effective, efficient and value driven approach to higher education

Specific investment portfolios include:

- Higher Education improvement networks
- Student-centered pathways design and scaling
- Developmental Education redesign
- Data infrastructure and use
- PreK-16 education pipelines

THE BOSTON CONSULTING GROUP

Atlanta, GA
2001-2013

Principal (2010-2013)

Project Leader (2008-2010)

Consultant (2004-2007, including 2-year sponsorship to attend Wharton Business School)

Associate (2001-2003)

Leadership Roles- Recruiting Director for ATL/MIA; Office node for Social Impact, BCG leadership team member for Education, Public Sector and Consumer Goods Practices

Recipient- BCG Award for Intellectual Leadership, Rising Star Award for Consumer Practice, Recruiting excellence award

Relevant Project experience:

Organizational redesign for a state department of public instruction

- Co-created vision for new DPI mission (to add value to educational system through rigorous analysis and educator support/ training)
- Identified 40% operational inefficiency (fed compliance checks, etc) and repurposed resources to new mission
- Led process and technology changes to enable increased efficiency and execution of new mission

3 year strategic plan for a non profit school development association

- Analyzed "business model" (i.e. funding sources, revenue trends, efficacy, etc) and identified unsustainable nature of existing model
- Repositioned delivery model to maximize areas of comparative advantage while minimizing costs (thus ensuring model sustainability for foreseeable future)

Business model development effort for a major 4 year college

- Identified significant future funding short-fall (due to decreased state/ federal funds)
- Developed new financial plans (including revenue generation and cost reduction opportunities) that would ensure sustainability through next 5 year planning cycle
- Specifically addressed role of online programs (including MOOC) in both undergraduate and graduate studies

Resourcing approach/ model for a philanthropic foundation to optimize impact across 20+ strategy teams

- Identified key resource drivers common across highly divergent strategies (e.g. engagement models, etc)
- Developed analytical tool for predicting resource needs given key strategy characteristics
- Socialized approach throughout foundation (across CEO, Presidents, Directors, etc) to begin integrating components into their strategic planning

Strategic planning offsite for a state Board of Education

- Planned and facilitated 2-day offsite (including both closed and public sessions) for Board members with variety of backgrounds (e.g. only 50% with true education experience)
- Leveraged offsite input/ decisions to scope key objectives/ goals for State Superintendent of Education

Federal stimulus proposal development for a state education agency

- Developed engagement model (plenary meetings, sub-committees, town halls, email/ video communications, etc) for broad spectrum of participants (including politicians, educators, administrators, community leaders, etc)
- Brokered compromises on key topics such as educator appraisal, technology use, resource allocation
- Supported final proposal writing and (winning) presentation to Federal government

System-wide strategy for a \$1.5B non-profit hospital system

- Developed plan to increase service to surrounding population while maintaining economic viability
- Addressed national healthcare provider trends as well as federal policies (EHR meaningful use, etc)

Organizational redesign to increase corporate efficiency and employee engagement in a 90K person corporation

- Redesigned business model to improve product/ offering development and focus on customers
- Increased managerial spans of control to reduce layers of management by 40%
- Created \$4B in market cap value increase over the course of the 7 month effort (75% above S&P)

Brand strategy creation, implementation, and marketing launch for major US consumer goods company

- Shaped emotional, functional and technical attributes of new brand
- Led brand revitalization efforts in two major divisions comprised of 20,000 employees

Nautica Sportswear -Special Advisor to the President and CEO

- Evaluated business growth opportunities across categories
- Eliminated underperforming athletic-wear line

**New York, NY
2005**

Mckinsey & Company – Summer analyst

**Atlanta, GA
1999**

ADDITIONAL INFORMATION

Chairman of the Advisory Board, KIPP WAYS Academy (A leading charter school in Atlanta)

Supported expansion of KIPP network while maintaining performance of original KIPP ATL School

INTERESTS: West African percussion, soccer, downhill skiing, mountaineering, tennis

LANGUAGES: Intermediate Spanish and Italian



EDUCATION

M.Ed. California State University, East Bay / New Leaders for New Schools
Educational Leadership

M.S.W. California State University, Sacramento
Community Organizing, Planning, Administration

B.A. University of California, Santa Barbara
Sociology

PROFESSIONAL EXPERIENCE

2017-
Present ***Co-Founder: Catalyst Public Schools***
Designer of Catalyst Public Schools, a new and innovative network of charter schools launching in Kitsap County in the fall of 2020.

2016-
Present ***Co-Founder and Head of Program: School Leader Lab***
Design, develop and deliver programming to school leaders across the school site leadership trajectory: teacher leader through principal manager to build leadership capacity and to create retention strategy across the DC charter sector

- Build and author business and content program from creation through launch
- Design and develop the leadership program as it aligns to instructional leadership in partnership with Relay GSE
- Construct and facilitate Learning Labs for deep and authentic practice opportunities for school leaders
- Coach school leaders in instructional and adaptive leadership challenges bi-weekly
- Own and codify learning for the organization as pertains to Diversity, Equity and Inclusiveness

2014-2015 ***Senior Vice President: Regional Operations, Teach For America***
Provided critical strategic and operations support on the fiscal, academic, teaching, and leadership outcomes of 8 regions across the United States to ensure that educational inequities are addressed

- Oversaw and approved development plans and fiscal year budgeting for the regions
- Managed and coached executive directors and their regional leadership teams on culture, financials, adaptive leadership, data-driven decision making, action planning, work stream execution
- Built relationships with local boards, community members, and TFA Alumni and Corps Members
- Synthesized, analyzed, and managed data from multiple national teams ; collaborated with national team members in support of regions
Participated on TFA's operating committee to develop the strategic plan for the organization

2010-2014

Superintendent, Aspire Public Schools

Responsible for the academic, logistic, and fiscal results of 10 schools in Oakland and East Palo Alto

- Member of Aspire Public Schools' Senior Leadership Team
- Created and disseminated professional development centered on equity for Senior Leadership Team, Principals, Directors, Lead Teachers and 37 schools. As Aspire's Equity Priority Owner, these efforts promoted and increased the retention of a diverse and culturally competent work force to better meet the needs of our diverse student body, and to more competently serve in the areas we have presence. Modeled and promoted using an equity lens when considering data, patterns, issues of access and equity for students.
- Selected, developed and evaluated 13 principals, 2-4 resident principals; developed and supported 45-50 lead teachers in their roles as instructional leaders and site managers to ensure high quality implementation of instruction and service.
- Determined cultural, staffing, financial and academic priorities for the 10 school regions and managed the regional office team to achieve deliverables.
- Managed the opening of new schools in the region including all operations, from charter petition to first day (procurement, hiring, contracts, student recruitment, and principal capacity building).
- Cultivated and maintained relationships with local district officials and community leaders to further Aspire and individual school goals within four charter authorizing districts including collaborations on literacy, best practices and teacher effectiveness.
- Collaborated with University of California faculty to provide strategic leadership to Cal Prep.
- Defended existing and new charter petitions through renewal/approval process at district and county levels: 100% success rate: 7 renewals; 2 new charters

2009-2010

Founding Principal: Aspire ERES Academy, Aspire Public Schools

Principal and instructional leader to ensure academic growth of 220 students grades K- 8 (100% students of color, 95% free/reduced lunch, 90% ELL)

- Academic Performance Index Point growth from 2009-2010: 101 points (state average in same time period: 13 points)
- Projected resource needs and hired 100% of staff and faculty for schools in partnership with families and the community; 90% of staff and faculty retained through year two.
- Planned and executed all professional development for staff and teaching faculty .
- Established school wide systems and traditions for culture including that of student, faculty, and family; 93% of families stated that they would give the school an A or B and 95% of families stated that they would recommend the school to family or friends.
- Partnered with departments within Aspire Public Schools, Dolores Huerta Learning Academy, and Oakland Unified School District to ensure smooth transition from the existing charter school to a new charter school.
- Fostered the practice of using various data to drive instruction and create a culture of continuous improvement.

2005-2009

Principal, Aspire [REDACTED] Public Schools

Principal and instructional leader at [REDACTED] Public School, located in East Oakland, serving 352 students (100% students of color, 95% free/reduced lunch, 80% ELL)

- Academic Performance Index Point growth from 2005 – 2008: 150 points (state average in same time period: 46 points)
- Served as Mentor Principal for New Leaders for New Schools, 2008-2009
- National Title 1 award recipient: strongest gains in closing the achievement gap in the state of California, 2007.
- Planned and led all professional development for staff and teaching faculty
- Developed and implemented interim assessments to ensure constant improvement
- Designed and implemented systems to use data to drive instruction and a cycle of continuous improvement in the school.

2004-2005

New Leaders for New Schools Fellow and Principal Resident: Aspire Lionel Wilson College Preparatory Academy, Aspire Public Schools

Administrator and instructional leader at Wilson Prep, located in East Oakland, serving approximately 450 Latino and African American students in grades 6 – 12

- Observed and coached teachers toward mastery across the grades in all areas of curriculum
- Created and implemented professional development for high school literacy
- Managed data collection and analysis for various metrics to inform improvement efforts developed in collaboration with staff, students, and families
- Led math team and fulfilled lead educator responsibilities for team of mathematics educators
- Modeled teaching strategies and Aspire Guidelines for teachers in their classes
- Communicated with students and families about policy, college, discipline, and social pragmatics
- Coordinated and scheduled school-wide testing, Saturday Schools, Exhibitions, 8th grade promotion, celebrations, and school events

2001-2004

Middle School Teacher and Founding Lead Teacher: Aspire Monarch Academy and Lionel Wilson College Preparatory Academy, Aspire Public Schools

Founding Lead Teacher and model classroom in a new Aspire Public School, Lionel Wilson College Preparatory Academy serving students grades 6 – 12

- Facilitated the collaboration of the middle school Humanities teachers
- Observed and coached teachers in middle school Humanities
- Wrote policy, school-wide rubrics, and family communication for the school
- Developed school-wide exhibitions protocols and implementation
- Taught 6th & 7th grade Humanities, Challenge class, Entrepreneurship and Advisory
- Modeled lessons providing examples of differentiation and EL strategy

- [REDACTED]
- 1997-2001 **Family Probation Officer: Third Step Family First Inc.**
 Worked on intensive family probation and provided in-home services to families involved with Probation Services in Contra Costa County
- Provided in-home services to families
 - Supervised support counselors assigned to cases
 - Managed referrals of children and their families to non-profit agencies throughout Contra Costa and Alameda Counties
 - Created and implemented a variety of safety plans for members of client families
 - Provided crisis management to children and families, conducted needs assessment
 - Advocated for children and families in court, schools, and therapeutic institutions and oversaw reunification and visitation
 - Authored reports for Contra Costa County court and probation systems
- 1996- 1997 **Coordinator: October 9th Organizing Committee**
 Coordinated activities and secured speakers, including Howard Zinn and Ronald Takaki, for a series of conferences, information sessions, and rallies created to stop Proposition 209 and to support continuation of Affirmative Action in California
- Organized and managed a series of conferences around Affirmative Action, gender, and diversity on the CSUS campus including set-up and maintenance of publicity
 - Created and managed database of event participants and public relations activities
 - Co-authored a procedure manual for organizing on the CSU campus
- 1993–1995 **Teach for America Corps Member: Middle School Teacher (English, History, Special Education 6th, 7th, 8th grades):** Orleans Parish and Jefferson Parish, LA

CREDENTIALS

Residency Administrator Principal WA	527570F
Residency Elementary Teacher WA	527570F
Administrative Services CLEAR Credential CA	140060856
Multiple Subject CLEAR Teaching Credential CA	123206484

CONTRACTS and BOARD MEMBERSHIPS

- | | |
|-----------------|---|
| 1/2017-present | <i>Impact Public Schools- Fellowship Member</i> <ul style="list-style-type: none">• Advise and provide charter, school leadership, and academic program expertise |
| 8/2017-present | <i>LA College Ready Alliance- Leadership Coach</i> <ul style="list-style-type: none">• Mentor and coach 8 aspiring principals and principals for charter network in LA
<i>Relay Graduate School of Education: NPAF / NPSA Advisor</i> <ul style="list-style-type: none">• Evaluate and give feedback on instructional and school culture assessments for school leaders across the country enrolled in Relay's programming |
| 10/2016-5/2017 | <i>Educate 78- Leadership Coach</i> <ul style="list-style-type: none">• Mentor and coach a School Design Fellow |
| 8/2014 – 6/2017 | <i>University of Washington, Danforth School of Education Advocate</i> <ul style="list-style-type: none">• Mentor and advocate for principal interns as they earn School Leadership Credentials |
| 3/2013-6/2016 | <i>One Purpose Charter School- Advisory Board Member</i> <ul style="list-style-type: none">• Consulted on educational program for charter petition as it is authored |
| 3/2013-6/2014 | <i>Startup:Education- Independent Contractor</i> <ul style="list-style-type: none">• Advised and provided expertise around the charter landscape in the Bay Area – and educational equity, school operation and impact• Shared expertise on vulnerable children / foster care, curriculum and instruction, political landscape of starting a charter, etc. |
| 8/2010-6/2011 | <i>School Leaders Network- Facilitator</i> <ul style="list-style-type: none">• Facilitated a School Leaders Network in Oakland, CA for principals serving students in Oakland Unified School District and in local charter schools |

MEMBERSHIPS, AWARDS, PUBLICATIONS and PRESENTATIONS

- | | |
|-----------------|--|
| 2016-17
2015 | Relay Graduate School of Education: Leverage Leadership Institute Fellow
Darwish, Elise and Epanchin, Tatiana: Achieving College Dreams: The Face of Opportunity ; Oxford University Press (2016) Chapter 16 From Parallel Tracks to Intertwined Efforts. |
| 2014 | Aspen Institute Faculty Contributor-
Principled Leadership: Understanding the Work and Impact of Effective Public School Principals |
| 2009 | Rainwater Leadership Alliance-
A convergence of thought leaders examining principal preparation programs and the roles they play in reforming education across the country
EPIC Award |

[REDACTED]

2009 Effective Practice Incentive Community Silver Gains grant recipient

2008 ASCD Whole Child [REDACTED]
 “How Urban Schools W [REDACTED] e Boundaries of Social and Economic Conditions”

2008 **EPIC Award**
 Effective Practice Incentive Community Gold Gains grant recipient

2008 **NAESP: *Diverse Learning Communities Today-***
 “Monarch Academy, an Urban School Where All Students Achieve”

2007 **National Title I Award**
 Making the most progress in the state to decrease the achievement gap in California

2007 **Teach For America Alumni Summit Presenter-**
 “Leading the Bay Area's Best Schools: Lessons Learned From Some of the Top Performing Schools that Serve Low-income and Minority Children”

2007 **Title I National Conference Presenter-**
 “Distinguished School Leader Panel: Principal Leadership”

Spanish, *Proficient Speaker*

Todd Meldahl

todd.meldahl@kbcadvisors.com

PROFESSIONAL EXPERIENCE

KBC Advisors, Seattle, WA

Founding Partner (October 2016 – Present)

- With over 18 years of real estate experience and deep expertise in Ecommerce, datacenters, and industrial sites, provides in-depth services in the following areas: Brokerage, Site Selection, Labor Analytics, Local and State Incentive Programs.
- Develops complex strategies with a cross section of leadership teams to create optimum real estate solutions for clients.

Cushman & Wakefield, Seattle, WA

Executive Director- Commerce Real Estate Solutions (December 2007 – September 2016)

- Managed all aspects of the Commerce Real Estate Solutions department including Site Selection, Labor Analytics, Mission Critical Planning, Advanced Financial Analysis, Portfolio Planning, Lease Negotiations, and Brokerage.
- Created strategic plans to deliver optimal space solutions for clients in transactions that valued in excess of \$7B domestically and abroad.

Trammel Crow Company, Seattle, WA

Senior Associate (September 2002 – September 2007)

- Oversaw all aspects of the financial modeling/underwriting of prospective developments and acquisitions including preparation of investment committee approval packages, participation in presentation of opportunities, and completion of financial due diligence.
 - Served as asset manager for stabilized projects in business unit, responsible for preparing property operating and capital budgets and overseeing implementation of property business plans.
 - Manages asset management system data and information for the business unit.
-

EDUCATION & CREDENTIALS

Washington State University, Seattle, WA

Bachelor of Science in Mechanical Engineering, 2000

PERSONAL INTERESTS

- Mountain biking, skiing, curling, fashion, and various forms of rhythmic dancing.



IMPACT

PUBLIC SCHOOLS

Impact | Renton

Attachment 15 (Section 15): Background Check Certification

Contents:

- Board Chair Signed Initial Background Check Certification Form (Commission Template)



NEW CHARTER SCHOOL APPLICATION

INITIAL BACKGROUND CHECK CERTIFICATION

As the duly authorized representative of **Impact Public Schools**, I certify that the background check verification process has been initiated for each board member and school leader and will be completed within the timetables set forth in the Sample Contract: Attachment 1 Pre-Opening Process and Conditions.

I also acknowledge that this is an ongoing obligation and if there is a change in board membership or school leadership the background check verification process must be immediately initiated to ensure compliance with our obligations as a charter public school applicant.

Signed and dated this 31 day of January, 2020 in Tukwila, Washington, under penalty of perjury.

Impact | Renton

NAME OF SCHOOL

SIGNATURE OF DULY AUTHORIZED REPRESENTATIVE

NAME OF DULY AUTHORIZED REPRESENTATIVE

DATE



IMPACT

PUBLIC SCHOOLS

Impact | Renton
Attachment 16 (Section 15)

Contents:

- Impact Public Schools' Board of Ethics and Conflict of Interest Policy

CONFLICT OF INTEREST POLICY OF IMPACT PUBLIC SCHOOLS

ARTICLE I PURPOSE

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

ARTICLE II DEFINITIONS

1. Interested Person

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

2. Financial Interest

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

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

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

ARTICLE III PROCEDURES

1. Duty to Disclose

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

2. Determining Whether a Conflict of Interest Exists

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

3. Procedures for Addressing the Conflict of Interest

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

4. Violations of the Conflicts of Interest Policy

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

ARTICLE IV RECORDS OF PROCEEDINGS

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

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

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

ARTICLE V COMPENSATION

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

ARTICLE VI ACKNOWLEDGMENT

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

ARTICLE VII PERIODIC REVIEWS

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

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

**ARTICLE VIII
USE OF OUTSIDE EXPERTS**

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

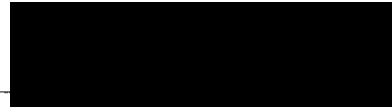
(Signature page to Acknowledgment follows)

**ACKNOWLEDGMENT
OF
CONFLICT OF INTEREST POLICY**

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

Dated this 12th day of October, 2016.

Name: _____

A solid black rectangular box used to redact the signature of the undersigned.

Position: CEO, President, VP, Treasurer

**ACKNOWLEDGMENT
OF
CONFLICT OF INTEREST POLICY**

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

Dated this 12th day of October, 2016.

Name: _____

[REDACTED]

Position: Secretary

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

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

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

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

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

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

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

Distribution and Acknowledgment of Code of Ethics

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

Penalties

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

IMPACT PUBLIC SCHOOLS
(a Washington Nonprofit Corporation)

**CONSENT IN LIEU
OF
SPECIAL MEETING OF INCORPORATOR**

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

Appointment of Initial Board of Directors

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

EXECUTED as of October 4, 2016.



Jennie Wickens
Incorporator

IMPACT PUBLIC SCHOOLS

CONSENT IN LIEU OF ORGANIZATIONAL MEETING OF BOARD OF DIRECTORS

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

Adoption of Bylaws

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

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

Election of Officers

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

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

Amendment and Restatement of Articles of Incorporation

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

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

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

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

Tax Exempt Status Qualification

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

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

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

Conflict of Interest Policy

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

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

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

Code of Ethics

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

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

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

Designation of Depository

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

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

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

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

Signing Authority of Officers

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

Incorporation Expenses

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

Additional Filings

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

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

Omnibus Resolution

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

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

[Signature page follows]

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

SOLE DIRECTOR:

Dated: October 12, 2016

A black rectangular box redacting the signature of Tony Byrd.

Tony Byrd

{03190192.DOC;1 }

Impact Public Schools
EIN: 81-4086218



IMPACT

PUBLIC SCHOOLS

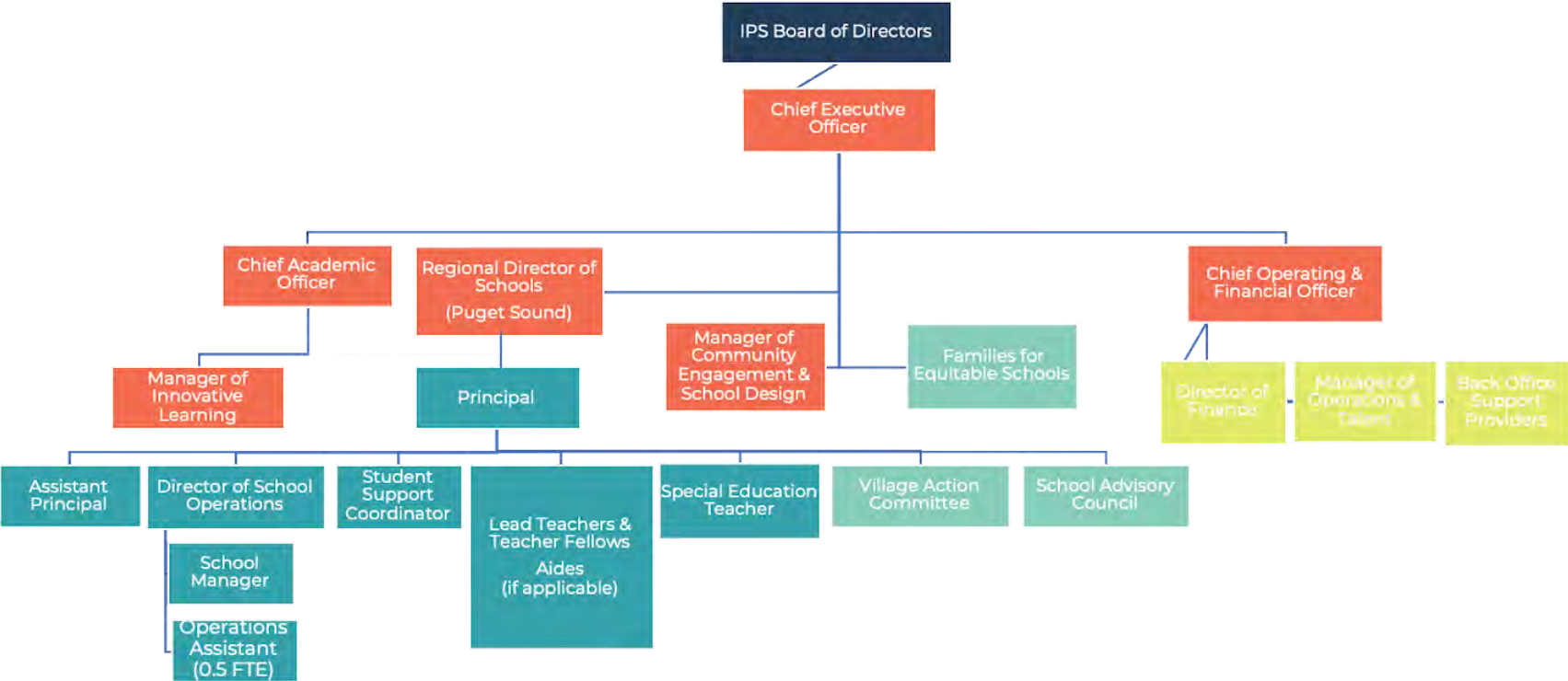
Impact | Renton

Attachment 17 (Section 16): Organization Charts

Contents:

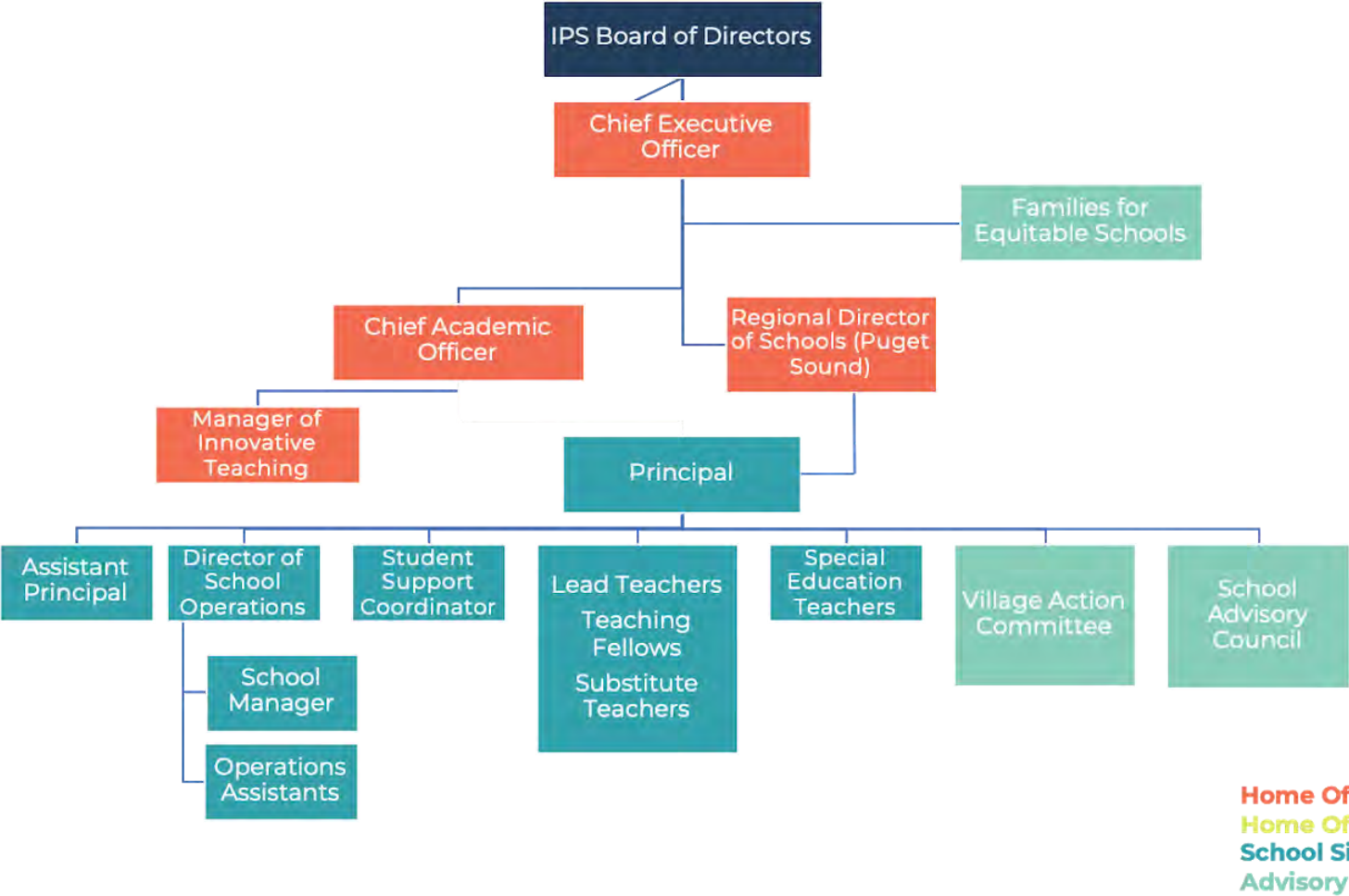
- Organization Chart - Impact | Renton and IPS Home Office - Year 1 of Operation (2021-2022)
- Organization Chart - Impact | Renton and relevant IPS Home Office - Year 5 of Operation (2025-2026)
- Organization Chart - Impact Public Schools - Full Scale

Organization Chart: Year 1 – First Year of Operation SY2021 - 2022

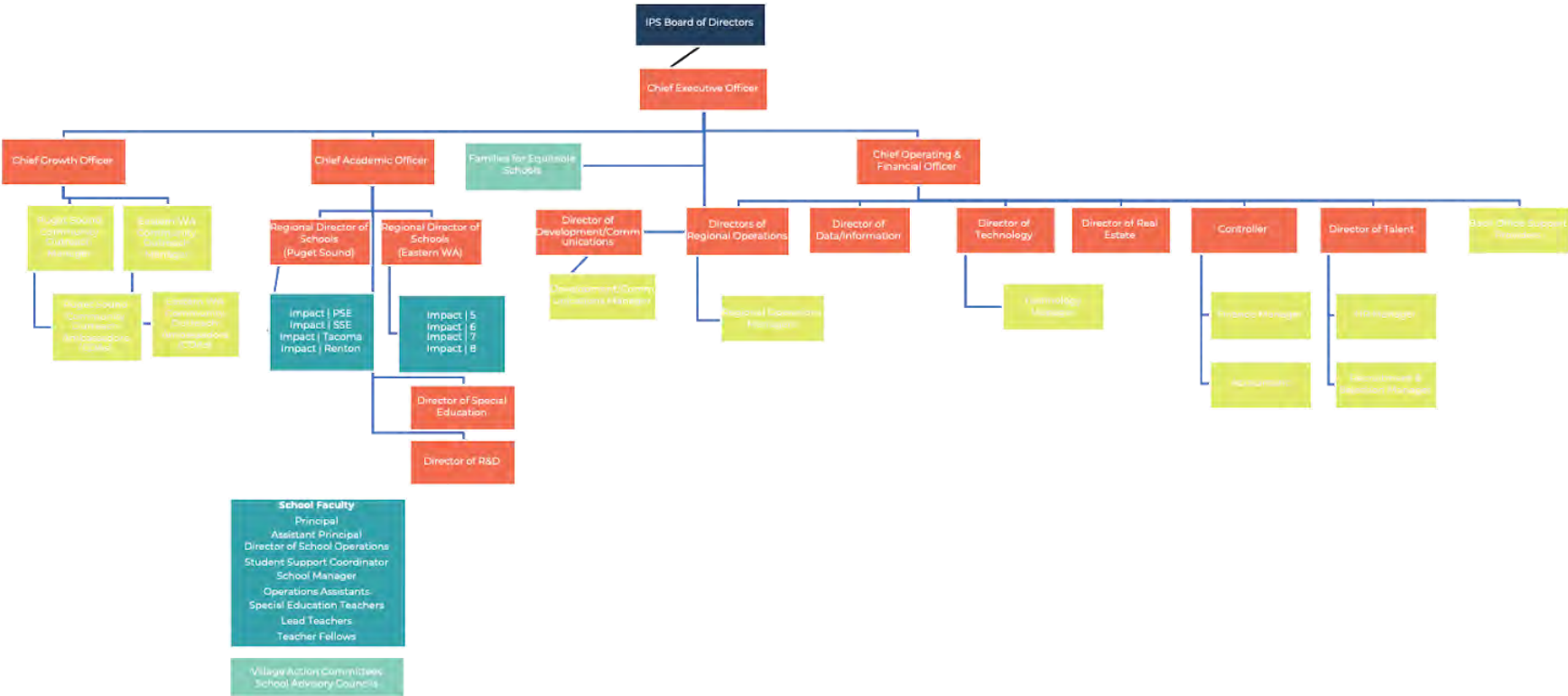


Home Office Leadership
Home Office Support
School Site-Based Positions
Advisory Bodies

Organization Chart: Year 5 - End of Charter Term and School at Full Capacity – 2025-2026 (Impact | Renton structure only)



Organization Chart: Full Organizational Capacity (IPS only)



Home Office Leadership
Home Office Support
School Site-Based Positions
Advisory Bodies



IMPACT

PUBLIC SCHOOLS

Impact | Renton Attachment 18 (Section 19)

Contents:

- Evidence of Outreach: Jen Wickens (IPS) and Dr. Damien Pattenaude (RPS) Email Chain
- Evidence of Outreach: Jen Wickens (IPS) and Mayor Pavone (Renton) Email Chain



Alexandra Friedeman <afriedeman@impactps.org>

Fwd: Mtg. w/Impact Public Schools and Renton Schools

Jen Wickens <jwickens@impactps.org>
To: Alexandra Friedeman <afriedeman@impactps.org>

Thu, Feb 6, 2020 at 11:07 AM

Actually, please add this one. Thanks.

Begin forwarded message:

From: Damien Pattenauade <Damien.Pattenauade@rentonschools.us>
Date: February 6, 2020 at 11:05:10 AM PST
To: Jen Wickens <jwickens@impactps.org>
Cc: "emcleod@impactps.org" <emcleod@impactps.org>, "dionenl@hotmail.com" <dionenl@hotmail.com>
Subject: RE: Mtg. w/Impact Public Schools and Renton Schools

Thank you for the e-mail, Ms. Wickens.

Damien

Damien Pattenauade, Ed.D.

Superintendent

Renton School District #403 | 300 SW 7th Street | Renton, WA 98057-2307

☎ 425.204.2340 | 📠 425.204.2456 | ✉ damien.pattenauade@rentonschools.us



From: Jen Wickens <jwickens@impactps.org>
Sent: Thursday, February 6, 2020 9:25 AM
To: Damien Pattenauade <Damien.Pattenauade@rentonschools.us>

Cc: emcleod@impactps.org; dionenl@hotmail.com

Subject: Re: Mtg. w/Impact Public Schools and Renton Schools

This message or thread originated from an external source. Use caution prior to opening attachments, following links or providing sensitive information.

Hello, Superintendent Pattenaude:

Thank you for taking the time to meet with our team last week. We appreciated the chance to reconnect and the honest conversation. It was also great to hear an update on the innovative work taking place in schools across Renton, including the Innovation Zone.

I agree that there aren't often natural ways to collaborate given the way our charter law is currently structured. That said, I appreciated our conversation about holding a shared mission for students and families. If approved, we commit to being supportive and transparent community members and to exploring authentic partnership opportunities in the future.

As promised, I will keep you posted as our community work and the charter authorization process continues. If you ever have questions, concerns or ideas, please do not hesitate to reach out. My cell phone number is 206-747-0599.

Thank you for all you do on behalf of Renton students and families each and every day.

With great respect,

Jen

Jen Davis Wickens | Chief Executive Officer

Impact Public Schools

3438 S. 148th Street | Tukwila, WA 98168

O: 206.712.7640 | C: [REDACTED]

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On Mon, Jan 27, 2020 at 9:08 AM Damien Pattenaude <Damien.Pattenaude@rentonschools.us> wrote:

Your meeting with Renton Schools Superintendent, Dr. Damien Pattenaude is confirmed for ~~Thursday, January 30th, 2020 at 10:30 AM~~. Friday, January 31, 2020 at 2:00 pm.

As you arrive, please check in at the front desk and let them know that you have an appointment with the Superintendent and they will call us to come down and get you.

See you next Thursday!

Sandy Dolph

Executive Assistant to the Superintendent

Renton School District #403 | [300 SW 7th Street](#) | Renton, WA 98057-2307



425.204.2340



425.204.2456



sandra.dolph@rentonschools.us



Alexandra Friedeman <afriedeman@impactps.org>

Impact Public Schools

Jen Wickens <jwickens@impactps.org>

Mon, Jan 13, 2020 at 10:02 AM

To: "Sandra (Sandy) Dolph" <sandra.dolph@rentonschools.us>

Cc: Damien Pattenaude <Damien.Pattenaude@rentonschools.us>, Alexandra Friedeman <afriedeman@impactps.org>, Emily McLeod <emily.mcleod79@gmail.com>

Hello, Dr. Pattenaude,

Happy New Year. I hope this finds you well.

I appreciate all of the amazing work you are doing in Renton, including the Renton Innovation Zone. We have also made some strong progress in the last 9 months since we met. Attached are our results from year 1 in Tukwila that placed us in the top 5% of public charter school nationally for our reading growth. Our Seattle school opens in August 2020.

Our team continues to work with the community to learn about the great work you and your team are doing and to consider building an Impact elementary school in Renton. Pending community engagement and support, we plan to apply to the state commission at the end of February for a 2021 opening.

Do you have 30 minutes to meet with our team to connect so we can gather your feedback on our process and discuss ways we might partner? We are happy to come to you.

Many thanks,
Jen

Jen Davis Wickens | Chief Executive Officer

Impact Public Schools

3438 S. 148th Street | Tukwila, WA 98168

O: 206.712.7640 | [REDACTED]

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On Sat, Mar 2, 2019 at 7:19 AM Jen Wickens <jwickens@impactps.org> wrote:

Tuesday, March 12 at 1 sounds great. Thank you.

On Mar 1, 2019, at 2:44 PM, Sandra (Sandy) Dolph <sandra.dolph@rentonschools.us> wrote:

Hello Ms. Wickens,

I'm contacting you in an effort to reschedule your meeting with Dr. Damien Pattenaude that was canceled on Wednesday, 2/27.

Here are a few dates/times to consider:

Wed. March 6th at 3 PM

Fri. March 8th at 2 PM

Tues. March 12th at 1 PM

Please let me know if any of these times will work for your calendar.

Thank you!

Sandy Dolph

Executive Assistant to the Superintendent

Renton School District #403 | 300 SW 7th Street | Renton, WA 98057-2307

☎ 425.204.2340 | 📠 425.204.2456 | ✉ sandra.dolph@rentonschools.us

From: Sandra (Sandy) Dolph

Sent: Thursday, February 21, 2019 8:55 AM

To: 'Jen Wickens' <jwickens@impactps.org>; Damien Pattenau
<Damien.Pattenau@rentonschools.us>

Cc: Alexandra Friedeman <afriedeman@impactps.org>; Baionne Coleman
<bcoleman@impactps.org>

Subject: RE: Impact Public Schools

Hello Ms. Wickens,

Here are some dates and times that Dr. Pattenau would be available to meet with you next week.

Wed. Feb. 27th at 1 or 3 PM

Fri. Mar 1 at 1 or 2 PM

Please let me know if any will work for your schedule.

Thank you,

Sandy Dolph

Executive Assistant to the Superintendent

Renton School District #403 | 300 SW 7th Street | Renton, WA 98057-2307

☎ 425.204.2340 | 📠 425.204.2456 | ✉ sandra.dolph@rentonschools.us

From: Jen Wickens <jwickens@impactps.org>
Sent: Saturday, February 16, 2019 8:27 AM
To: Damien Pattenaupe <Damien.Pattenaupe@rentonschools.us>
Cc: Alexandra Friedeman <afriedeman@impactps.org>; Baionne Coleman <bcoleman@impactps.org>; Sandra (Sandy) Dolph <sandra.dolph@rentonschools.us>
Subject: Re: Impact Public Schools

This message or thread originated from an external source. Use caution prior to opening attachments, following links or providing sensitive information.

Thank you. Sandy, please let us know what dates work. We look forward to meeting with you.

On Feb 15, 2019, at 9:10 PM, Damien Pattenaupe <Damien.Pattenaupe@rentonschools.us> wrote:

Good Evening, Ms. Wickens,

Thank you for your e-mail. While I am unavailable the week of the 18th, Sandy Dolph (who I have Cc'd) will work with you to see if there is a date and time during the week of the 25th for us to meet. Thanks, again.

Damien

Dr. Damien Pattenau

Superintendent

Renton School District #403 | 300 SW 7th Street | Renton, WA 98057-2307

☎ 425.204.2340 | 📠 425.204.2456 | ✉ damien.pattenau@rentonschools.us

From: Jen Wickens [<mailto:jwickens@impactps.org>]
Sent: Friday, February 15, 2019 10:52 AM
To: Damien Pattenau <Damien.Pattenau@rentonschools.us>
Cc: Alexandra Friedeman <afriedeman@impactps.org>; Baionne Coleman <bcoleman@impactps.org>
Subject: Impact Public Schools

This message or thread originated from an external source. Use caution prior to opening attachments, following links or providing sensitive information.

Hello, Superintendent Pattenau:

I hope this find you well.

Impact Public Schools is the first homegrown public charter school network in Washington state. Our model currently serves elementary (K-5) students. Our first school opened in Tukwila in August 2018 to a very diverse population. Due to the demand we see at our first school and the strength of our team, we are in the process of building our second school in the South Puget Sound region. One of the facilities we are considering is in Renton. We would love the opportunity to talk with you about your work in serving Renton elementary students, enrollment patterns and potential partnerships.

Please let me know if you're free to meet during the week of Feb 18th or 25th.

Many thanks,

Jen

Jen Davis Wickens | Chief Executive Officer

Impact Public Schools

3438 S. 148th Street | Tukwila, WA 98168

O: 206.712.7640 | [REDACTED]

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Report - Year 1 - 2019.06 (3).pdf

1495K



Alexandra Friedeman <afriedeman@impactps.org>

Fwd: Impact Public Schools, meet w/Mayor Pavone

Jen Wickens <jwickens@impactps.org>
To: Alexandra Friedeman <afriedeman@impactps.org>

Thu, Feb 6, 2020 at 9:56 AM

Please include this final thread in the Renton app. Thanks!

Jen Davis Wickens | Chief Executive Officer

Impact Public Schools

3438 S. 148th Street | Tukwila, WA 98168

O: 206.712.7640 | [REDACTED]

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----- Forwarded message -----

From: **Jen Wickens** <jwickens@impactps.org>

Date: Thu, Feb 6, 2020 at 9:55 AM

Subject: Re: Impact Public Schools, meet w/Mayor Pavone

To: April Alexander <analexander@rentonwa.gov>, <communications@rentonwa.gov>

Cc: R. Dione Napoles Loo <dionenl@hotmail.com>, Emily McLeod <emcleod@impactps.org>

Hello, Mayor Pavone:

Thank you for meeting with our team last week. It was wonderful to hear your story as a native Renton community leader.

We look forward to working with you and the Renton School District as we continue our community work to add an additional public elementary option in Renton. If you ever have questions, concerns or ideas, please feel free to reach out. My cell is 206-747-0599. In addition, we would love to have you tour our school in Tukwila. Please let us know if there is a time that works for you.

With great respect,
Jen

Jen Davis Wickens | Chief Executive Officer

Impact Public Schools

3438 S. 148th Street | Tukwila, WA 98168

O: 206.712.7640 | [REDACTED]

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On Tue, Jan 14, 2020 at 2:06 PM April Alexander <analexander@rentonwa.gov> wrote:

Great, I'll send you an Outlook appointment. When you arrive at city hall (1055 S. Grady Way) take the elevator to the 7th floor and follow the signs to the Mayor's office. If you need anything else, feel

free to contact me.

April Alexander

Executive Assistant to Mayor/CAO

analexander@rentonwa.gov

425-430-6520



From: Jen Wickens <jwickens@impactps.org>

Sent: Tuesday, January 14, 2020 1:04 PM

To: April Alexander <analexander@Rentonwa.gov>

Cc: R. Dione Napoles Loo <dionenl@hotmail.com>; Emily McLeod <emcleod@impactps.org>

Subject: Re: Impact Public Schools, meet w/Mayor Pavone

Thank you, April. 1/27 at 10am works for us. We are happy to come to his office. There will be three of us.

Many thanks. We look forward to the meeting.

Jen Davis Wickens | Chief Executive Officer

Impact Public Schools

3438 S. 148th Street | Tukwila, WA 98168

O: 206.712.7640 | [REDACTED]

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On Tue, Jan 14, 2020 at 11:38 AM April Alexander <analexander@rentonwa.gov> wrote:

Good morning Jen!

Mayor Pavone would be happy to meet with you. His schedule is pretty packed for the next few weeks so we're looking at end of January/first of February. Let me know what works for you and we'll confirm a date and time. Thank you.

Wed 1/22: 10am or 10:30am

Mon 1/27: 9:30am, 10am, 10:30am

Fri 1/31: 1:30pm, 2pm, 2:30pm

Mon 2/3: 9:30am, 10am, 10:30am

Wed 2/5: 9:30am, 10am, 10:30am

April Alexander

Executive Assistant to Mayor/CAO

analexander@rentonwa.gov

425-430-6520



From: Jen Wickens <jwickens@impactps.org>
Sent: Monday, January 13, 2020 10:30 AM
To: Communications <Communications@Rentonwa.gov>
Cc: Emily McLeod <emcleod@impactps.org>
Subject: Impact Public Schools

Hello, Mayor Pavone:

Happy New Year. I hope this finds you well.

I appreciate all of the amazing work you are doing in Renton, including the Renton Innovation Zone.

Impact Public Schools is a non-profit, charter school network that was developed in Washington state. Attached are our results from year 1 in Tukwila that placed us in the top 5% of public charter school nationally for our reading growth. Our Seattle school opens in August 2020.

Our team is working with the Renton community to learn about the great work you and your team are doing and to consider building an Impact elementary school in Renton. Pending community engagement and support, we plan to apply to the state commission at the end of February for a 2021 opening.

Do you have 30 minutes to meet with our team to connect so we can gather your feedback on our process and discuss ways we might partner? We are happy to come to you.

Many thanks,

Jen

Jen Davis Wickens | Chief Executive Officer

Impact Public Schools

3438 S. 148th Street | Tukwila, WA 98168

O: 206.712.7640 | [REDACTED]

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Alexandra Friedeman <afriedeman@impactps.org>

Fwd: Impact Public Schools, meet w/Mayor Pavone

Jen Wickens <jwickens@impactps.org>

Tue, Jan 14, 2020 at 11:43 AM

To: Emily McLeod <emily.mcleod79@gmail.com>, "R. Dione Napoles Loo" <dionenl@hotmail.com>

Cc: Alexandra Friedeman <afriedeman@impactps.org>

Hi Ladies:

See below. Could you both make one of the times on 1/27 work?

Thanks,
Jen**Jen Davis Wickens** | Chief Executive Officer**Impact Public Schools**

3438 S. 148th Street | Tukwila, WA 98168

O: 206.712.7640 | [REDACTED]

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----- Forwarded message -----

From: **April Alexander** <analexander@rentonwa.gov>

Date: Tue, Jan 14, 2020 at 11:38 AM

Subject: RE: Impact Public Schools, meet w/Mayor Pavone

To: jwickens@impactps.org <jwickens@impactps.org>

Good morning Jen!

Mayor Pavone would be happy to meet with you. His schedule is pretty packed for the next few weeks so we're looking at end of January/first of February. Let me know what works for you and we'll confirm a date and time. Thank you.

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Mon 1/27: 9:30am, 10am, 10:30am

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Mon 2/3: 9:30am, 10am, 10:30am

Wed 2/5: 9:30am, 10am, 10:30am

April Alexander

Executive Assistant to Mayor/CAO

analexander@rentonwa.gov

425-430-6520



From: Jen Wickens <jwickens@impactps.org>
Sent: Monday, January 13, 2020 10:30 AM
To: Communications <Communications@Rentonwa.gov>
Cc: Emily McLeod <emcleod@impactps.org>
Subject: Impact Public Schools

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Do you have 30 minutes to meet with our team to connect so we can gather your feedback on our process and discuss ways we might partner? We are happy to come to you.

Many thanks,

Jen

Jen Davis Wickens | Chief Executive Officer

Impact Public Schools

3438 S. 148th Street | Tukwila, WA 98168

O: 206.712.7640 | [REDACTED]

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IMPACT

PUBLIC SCHOOLS

Impact | Renton
Attachment 19 (Section 20)

Contents:

- ESP Contract Term Sheet (not applicable)

Attachment 19: Education Service Providers (ESP) Contract Term Sheets

Attachment 19 is not applicable. Impact | Renton will not contract with any Educational Service Providers (ESPs).



IMPACT

PUBLIC SCHOOLS

Impact | Renton Attachment 20 (Section 20)

Contents:

- Copies of Proposed/Sample Contracts for Organizational Partners
 - Fresh n Local (food service management)
 - JaniKing (janitorial)
 - Lavinia Group (professional development)
 - SchoolMint (student recruitment)
 - Impact Public Schools (management contract and services)
 - True Measure Collaborative (special education services, support, and training)
 - System Six (back office services)
 - Harlow's (transportation)
 - Paylocity (back office services)
 - WSIPC (SIS support and hosting)

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

I. CHILD NUTRITION SERVICES

Food Service Management Company Contract Template

ARTICLE I INTRODUCTION

- 1.1. Date of and Parties to the Contract. This contract, effective as of the last dated signature below, is between Impact Public Schools, hereafter called the Local Education Agency (LEA), and Organic Fresh Fingers, Inc. DBA Fresh n' Local Foods, Inc., hereafter called the Food Service Management Company (FSMC).
- 1.2. Purpose of Contract. This contract sets forth the terms and conditions upon which the LEA retains the FSMC to manage and operate the LEA's food service for the LEA's students, employees, visitors, and guests.
- 1.3. Term of the Contract. The term of this contract shall be for one year beginning on the date of the last dated signature below, and continuing until one year thereafter. The contract is subject to four (4) additional one-year renewals upon the written, dated consent of both parties, unless terminated by either party as provided herein. [7 CFR 210.16(d)] Extensions or renewals are contingent upon the fulfillment of all contract provisions related to donated foods.
- 1.4. Integration of Terms. The terms of this agreement shall be in accordance with the Request of Proposal (RFP) and any amendments to the RFP and the proposal submitted by the FSMC, which are incorporated by reference into this agreement. In the event contradictory statements are contained in the RFP, the FSMC proposal and this agreement, the following order of precedence shall apply: the RFP, FSMC proposal, LEA-FSMC contract.
- 1.5. Termination.
 - A. *Termination for Convenience.* This contract may be terminated at any time by the mutual written consent of the parties. The parties shall give each other not less than sixty (60) days written dated notice of their intention to terminate for convenience.
 - B. *Termination for Cause.* If either party fails to comply with any of the obligations required of it in this contract, the injured party may give a written notice of termination. Following receipt of written notice the contract will be terminated in sixty (60) days. [7 CFR 210.16(d)]
 - C. *Penalty Provision.* If either party has breached the terms of this contract and has not cured the breach, the non-breaching party may elect to pursue any available administrative, contractual, or legal remedy including, but not limited to, termination. [2 CFR 200 Appendix II(A)(B)]
 - D. *Surrender of Program Records.* At the point of termination of this contract, the FSMC will give to the LEA all original program records pertaining to the contract period and renewals. These documents include, but are not limited to: daily meal

counts by meal benefit category by school/site for each program; monthly benefit issuance rosters with student start and withdrawal dates; and daily menu production records by program.

- E. *Return of Unused USDA Donated Foods.* When a contract terminates and is not extended or renewed, the FSMC must return all unused USDA donated ground beef, donated ground pork, processed end products, and other unused donated foods to the LEA. [7 CFR 250.52(c)]

- 1.6 Remedy. If either party, LEA or FSMC, commits any material breach or default of any covenant, warranty, obligation, or contract under this contract, or fails to perform the work under this contract in accordance with its terms, such breach, default, or failure shall be cured within ten (10) business days of written dated notice from the injured party. Failure to cure or remedy within ten (10) days receipt of notice shall be grounds for termination for cause.
- 1.7 Rights Beyond Termination. The rights of termination referred to in this contract are not intended to be exclusive, and are in addition to any other rights available to either party at law or in equity.
- 1.8 Cure Period. After a request for termination is made, if the parties mutually agree to a cure or remedy, the termination or non-renewal letter must be withdrawn in writing by the terminating party within the sixty (60) day period as described in Section 1.5, paragraph B above. This letter should be counter-signed and dated by the receiving party and the letter should become an amendment to this contract, attached to the party's respective copies of this contract.
- 1.9 Construction and Effect. A waiver of any failure under this contract shall neither be construed as, nor constitute a waiver of, any subsequent failure. This contract supersedes all prior negotiations, representations, or contracts.
- 1.10 Amendments to the Contract. Each of the Articles, Appendixes, and any amendments shall remain in effect throughout the term of this contract unless the parties mutually agree, in a written dated signed document attached to this contract, to amend, add, or delete an Article, Appendix, or prior Amendment. Any amendment to this contract shall become effective at the time specified in the amendment.
- 1.11 Sanctions. For breach of the contract and associated benefits:
- A. The Office of Superintendent of Public Instruction (OSPI) shall be notified immediately in a signed, dated writing by the party or parties seeking any form of termination action, and reasons for termination.
- B. The name of any party who has caused a breach shall be kept on record by OSPI for information and action if necessary.

- C. If the FSMC causes the breach, the FSMC assumes liability for any and all damages, including excess cost to the LEA in procuring similar services, and is liable for administrative, contractual, and legal remedies as applicable.

ARTICLE II RELATIONSHIP OF THE PARTIES

2.1 Limited Agency. To the extent that state or federal statutes or regulations require that the FSMC to be an agent of the LEA for certain regulatory purposes, such statutes and regulations shall be controlling, and the FSMC shall be the LEA's agent for such purposes. Otherwise, FSMC shall be an independent contractor and not an officer, agent, employee, partner, joint venturer, or servant of the LEA.

2.2 Responsibilities of FSMC.

- A. The FSMC shall prepare and serve a variety of high quality, wholesome, and nutritious food and beverages for students, faculty, staff, employees, and others as designated by the LEA in accordance with the terms and conditions of this contract.
- B. The FSMC agrees that it will perform the work described in this contract in full compliance with all applicable laws, rules, and regulations adopted or promulgated by any federal or state regulatory body or governmental agency.
- C. The FSMC agrees to meet all requirements and performance standards that may be specified by rule or regulation by any administrative officials or bodies charged with enforcement of any state or federal laws on the subject matter of this contract.
- D. The FSMC agrees to furnish the LEA, upon request, a certificate or other evidence of compliance with state or federal laws regarding contributions, taxes, and assessments on payrolls.
- E. The FSMC agrees to conduct program operations in accordance with 7 CFR Parts 210, 215, 220, 245, 250 and FNS instructions and policies as applicable.
- F. The FSMC agrees to assume full responsibility for the payment of all contributions, assessments, both state and federal, as to all employees engaged by it in the performance of this agreement.
- G. The FSMC agrees to procure processed end products from donated foods on behalf of the LEA in accordance with 7 CFR 250.

- H. The FSMC agrees that it will not itself enter into the processing agreement with the processor.
- I. The FSMC agrees to comply with the storage and inventory management requirements for donated foods. 7 CFR 250.14(b)
- J. The FSMC agrees to comply with the SFA's free and reduced price meal policies. The information cannot be used or possessed by the FSMC for any use other than to determine eligibility for free and reduced price meals.
- K. The FSMC will following the LEA's established policy regarding marketing/advertising within school district buildings.
- L. The FSMC must have and maintain State or local health certification for any facility outside the school in which it proposes to prepare meals for the duration of the contract.
- M. The FSMC shall collect gross sale receipts, on behalf of the LEA, for cash-paid meals, a la carte items, and vending items. Gross cash receipts shall be turned over daily to the LEA, who is directly responsible to the state for any taxes which may be applicable.
- N. The FSMC shall not directly or indirectly restrict the sale or marketing of fluid milk at any time or in any place on school premises or at any school sponsored event. 7 CFR 210.21(e)

2.3 Responsibilities of LEA

- A. The LEA shall retain overall financial responsibility for the school nutrition program. The LEA shall supervise and retain control of the FSMC's daily operation of the food service described in this agreement; retain control of the quality, extent, and general nature of the food service operation; and establish all program and non-program meal and a la carte prices.
- B. Authorized representatives of the LEA shall have access to all portions of the food service facilities at all times, and shall monitor the performance of the FSMC under this contract through periodic on-site visits. [7 CFR 210.16(a)(2)(3)(4), 210.19(a)(1)]
- C. The LEA shall ensure that the food service operation is in conformance with the school food authority's agreement under the Program [7 CFR 210.16(a)(2)]
- D. The LEA shall retain signature authority on the Child Nutrition Program Food Services Agreement, Free and Reduced-Price Policy Statement, and all claims for reimbursement. [7 CFR 210.9(a)(b); 210.16(a)(5)]

- E. The LEA shall be responsible for all contracts entered into in connection with the school nutrition program. [7 CFR 210.21; 210.19(a)(1); and 2 CFR 200]
- F. The LEA shall implement internal controls and ensure resolution of program review and audit findings. [7 CFR 210.8(a), 7 CFR 210.9(b)(17) and 210.18(k)(1)(2).]
- G. The LEA shall establish an advisory board composed of parents, teachers, and students to assist in menu planning. [7 CFR 210.16(a)(8)]
- H. The LEA shall maintain applicable health certification and be assured that the FSMC is meeting all state and local regulations in preparing and serving meals at the facilities. [7 CFR 210.16(7)]
- I. The LEA shall administer the application process for all free and reduced-price meals, and shall establish and notify parents and guardians of program criteria for eligible students. The LEA shall distribute and collect the parent letter and application for free and reduced-price meals. The LEA shall determine eligibility and verify applications for free and reduced-price meal benefits and conduct any hearings related to such determinations. [7 CFR 245.6, 6a, 7, 10]
- J. Both the LEA and the FSMC shall be responsible for protecting the anonymity of students receiving free or reduced-price meals.
- K. The LEA shall assure that the maximum amount of USDA donated foods are received and utilized by the FSMC. [7 CFR 210.9(b)(15)]
- L. The LEA shall establish commodity processing contracts. [7 CFR 250.51(a)]
- M. The LEA shall retain title to donated foods. [7 CFR 210.16 (a)(6)]
- N. The LEA shall establish a meal charge policy that meets federal and state requirements. The FSMC will follow the LEA's meal charge policy in providing meals to students with inadequate funds.
- O. When contracting (or subcontracting) with small and minority businesses, women's business enterprises, and labor surplus area firms, the LEA must take all necessary affirmative steps when possible including:
 - i. Placing such qualified businesses on solicitation lists;
 - ii. Assuring such businesses are solicited whenever they are potential sources;
 - iii. Dividing total requirements, when economically feasible, into smaller quantities to permit maximum participation by such businesses;
 - iv. Establishing delivery schedules, where the requirement permits, which encourage participation by such businesses;

- v. Using the service and assistance, as appropriate, of organizations such as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce;
- vi. And requiring the FSMC, when subcontracting, to also take these affirmative steps. [2 CFR 200.321]

ARTICLE III FOOD SERVICE PROGRAM

- 3.1 Location. The FSMC shall prepare and serve meals for the schools/sites listed in Appendix A, attached to and incorporated in this contract by reference.
- 3.2 Programs. The FSMC shall prepare and serve meals for the LEA acting as a sponsor of the following USDA Child Nutrition Programs: *(delete programs which don't apply)*
- National School Lunch Program (NSLP)
 - School Breakfast Program (SBP)
 - After School Snack Program (ASSP)
 - Child and Adult Care Food Program (CACFP)
- The FSMC shall provide meals that meet all USDA meal pattern requirements as described in 7 CFR 210.10, 220.8, 225.15, and 226.20, as applicable. If the FSMC is offering a la carte services, it must also offer free, reduced price and paid reimbursable lunches to all eligible children. [7 CFR 210.16(a)]
- 3.3 Calendar. All meals will be provided in accordance with meal pattern requirements in an approved calendar (attached as Appendix A). For the first twenty-one (21) days of food service, FSMC will adhere to the 21-day cycle menu agreed upon by FSMC and the LEA. Changes in the menu may be made later with approval of the LEA. [7 CFR 210.16(b)(1)]
- 3.4 Meal Program. The FSMC shall provide nutritional, high-quality breakfasts, lunches, snacks, suppers, milk service, a la carte food, and vending items *(delete any items that do not apply)*. All reimbursable lunches, breakfasts, suppers and snacks shall meet the requirements for USDA reimbursement as described in 7 CFR 210.10, 220.8, 225.16, 226.20, as applicable. Prices to be charged for meals and snacks during the current contract year shall be established by the LEA. [7CFR 210.16(a)(4)]
- 3.5 Dietary Exceptions for Disability Reasons. The FSMC must make substitutions in breakfasts, lunches, suppers, and/or afterschool snacks for students who are considered to have a disability (as defined under 7 CFR 15b.3) and whose disability restricts their diet. Substitutions must be made on a case-by-case basis only when supported by a signed written statement from a licensed physician which includes recommended alternate foods. [7 CFR 210.10(m)(1), 7 CFR 220.8(d)(1)]

Dietary Exceptions for Non-Disability Reasons. The FSMC may make substitutions for students without disabilities who cannot consume the regular breakfast, lunch, supper, and/or afterschool snack because of medical or other special dietary needs. Substitutions must be made on a case by case basis only when supported by a signed written statement from a recognized medical authority which includes recommended alternate foods. [7 CFR 210.10(m)(2), 7 CFR 220.8(d)(2), 7 CFR 225.16(f)(4)]

The FSMC may choose to offer a milk substitute for a non-disabled student with a medical or special dietary need. The product that is offered as part of the reimbursable meal must meet established nutrient standards. The LEA must inform OSPI if any of its schools choose to offer fluid milk substitutes. The LEA will need to accept a written request from a medical authority or the student's parent or legal guardian unless milk substitute is offered to all students. [7 CFR 210.10(m)(2)(i)]

- 3.6 Food Committee and Advisory Board. The FSMC shall cooperate with the LEA's Food Service Advisory Committee, consisting of students, parents, and LEA staff, in developing menus and other food service programs.
- 3.7 Catering. *Delete section if not applicable.* Upon the LEA's request, the FSMC shall provide catered food service at times and prices mutually agreed upon by both parties. For all LEA sponsored and third party functions catered by the FSMC, the FSMC shall prepare and submit prenumbered invoices to appropriate administrators of the LEA and representatives of third party organizations, which shall pay the LEA directly. Such invoices will be submitted by the FSMC by the end of the current month. Any invoice payments received by the FSMC shall be immediately delivered to the LEA's Accounting Department. The LEA shall be responsible for collecting amounts due on food service accounts receivable invoices. The FSMC shall provide the LEA with copies of invoices and an invoice control log within ten (10) days after the end of each month. Costs of catered functions shall not be supported by the nonprofit food service account funds.
- 3.8 Environmental Protection Agency Compliance. In performance of this contract, the FSMC and LEA shall comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401-7671q) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251-1387). Violations must be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA). [2 CFR 200 Appendix II(G)]
- 3.9 Energy Policy and Conservation Act Compliance. Both parties shall recognize mandatory standards and policies relating to energy efficiency which are contained in the state conservation plan issued in compliance with the Energy Policy and Conservation Act, to be found at: <http://www.commerce.wa.gov/site/526/default.aspx>.
- 3.10 Debarment Certification. The FSMC shall complete and submit to LEA the USDA Suspension and Debarment Certification. The LEA shall submit the certification to OSPI Child Nutrition Services (CNS) with the contract for review. The LEA cannot award the

contract to a FSMC who is listed on the government exclusions list in the System for Award Management (SAM). [2 CFR 200 Appendix II(H)]

- 3.11 Lobbying. Pursuant to section 1352, Title 31, US Code, the FSMC shall complete and submit to the LEA a Certification Regarding Lobbying and a Disclosure of Lobbying Activities. The LEA shall submit the certification to OSPI CNS along with the contract for review. [2 CFR 200 Appendix II(I)]
- 3.12 "Buy American" Provision. The FSMC shall purchase foods that meet all Buy American Provision regulations as described in 7 CFR 210.21(d) and FNS Policy Memo SP 38-2017.
- 3.13 Local Purchases. The FSMC shall allow 30 percent (%) of food budget for local farm to school purchases. In those instances, the FSMC may apply a geographic preference when procuring unprocessed locally grown or locally raised agricultural products in accordance with The Food, Conservation, and Energy Act of 2008 (P.L. 110-246). [7 CFR 210.21(g)]

ARTICLE IV MANAGEMENT AND PERSONNEL

- 4.1 Management Services. FSMC shall provide all management, administrative, and dietetic services required for the efficient supervision and operation of the LEA's Food Service Program. FSMC shall inform the LEA prior to hiring senior management positions for the LEA's Food Service Program. All persons to be hired as food service directors, assistant directors, and supervisors must be presented for the LEA's evaluation and approval. Noncompliance will be considered a breach of this contract. Résumés and work histories were included with the bid.
- 4.2 Personnel Obligations. The FSMC shall be responsible for employees on its payroll including, but not limited to, responsibility for recruitment, employment, promotion, and payment of wages, pension benefits, layoffs, and termination. The FSMC shall comply with all related applicable laws and regulations. The FSMC shall prepare and process the payroll for its employees and shall withhold and pay all applicable federal and state employment taxes and payroll insurance relating to its employees including, but not limited to, income, social security and unemployment taxes and worker's compensation costs and charges.
- 4.3 Professional Standards. The LEA must ensure that the FSMC staff has the knowledge and skills to supply safe and nutritious meals that meet the meal requirements. The LEA director must ensure that the FSMC employees providing services for the school meal programs have the required annual training. Therefore, the LEA must require the FSMC to provide documentation showing the training hours and topics completed by the employees. The LEA director may work with the FSMC to identify appropriate training

resources, such as those listed at the professional standards website at <http://professionalstandards.nal.usda.gov>.

- 4.4 Current Employees. FSMC shall give first consideration to current employees of the LEA when hiring employees to provide services pursuant to this contract; but the FSMC shall not be obligated to hire such employees.
- 4.5 Non-Management Employees. All non-management food service employees are to be employees of the FSMC. The FSMC manager(s) shall direct and supervise the food service employees and the LEA shall direct and supervise the food service employees employed by the LEA.
- 4.6 Student Workers. The LEA has a policy of providing work experience for its students as part of the educational curriculum. In furtherance of that policy, the LEA may assign students to work in the food service operation in such numbers as are agreed upon between the LEA and the FSMC.
- 4.7 Equal Opportunity Employer. Both parties shall comply with Executive Order 11246, entitled "Equal Employment Opportunity" as amended by Executive Order 11375 and as supplemented in US Department of Labor Regulations. [2 CFR 200 Appendix II(C)]
- 4.8 Contract Work Hours and Safety Standards Act. FSMC and the LEA shall comply with Section 40 U.S.C. 3702 and 3704 of the Act as supplemented by US Department of Labor Regulations as set forth in 29 CFR Part 5. [2 CFR 200 Appendix II(C)]
- 4.9 Emergency Devices. All food service personnel assigned to the LEA shall be instructed on the use of all emergency switches and fire and safety devices in the Facility.
- 4.10 Background Checks. FSMC shall adhere to applicable state and federal regulations in screening prospective employees. FSMC shall comply with criminal background checks and fingerprint regulations required by law for all new hires.
- 4.11 Employee Behavior and Conduct. FSMC shall enforce strict discipline and good order among their employees and other persons carrying out the services, including observance of the rules and regulations established by the LEA as reasonable and necessary for its operations, including drug testing and smoking, tobacco, alcohol, parking, safety, weapons, and other rules governing the conduct of personnel on the premises. The FSMC shall ensure that all persons performing the work do not engage in inappropriate conduct or inappropriate contact with students or staff. FSMC shall remove from the work and work site any employee or other person who has engaged in such actions or who the LEA reasonably considers objectionable without change in the contract sum or contract time. Any objection raised by the LEA shall be made in writing.
- 4.12 Criminal Record. FSMC shall not utilize any employee on the premises or permit any contact between school children and any employee who has pled guilty to or been convicted of any felony crime involving the physical neglect of a child under Chapter

9A.42 RCW, the physical injury or death of a child under Chapter 9A.32 RCW or Chapter 9A.36 RCW (except motor vehicle violations under Chapter 46.61 RCW), sexual exploitation of a child under Chapter 9.68A RCW, sexual offenses under Chapter 9A.44 RCW where a minor is a victim, promoting prostitution of a minor under Chapter 9A.88 RCW, the sale or purchase of a minor child under Chapter 9A.64.030 RCW, or violation of similar laws of another jurisdiction. Failure to comply with these requirements is grounds for immediate termination of the contract for cause.

- 4.13 Nondiscrimination. In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) Fax: (202) 690-7442; or
- (3) Email: program.intake@usda.gov.

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ARTICLE V
INVENTORIES, FACILITIES, EQUIPMENT, AND MAINTENANCE

- 5.1 Inventories of Food and Supplies. Before the commencement of this contract, the existing food and operational supplies shall be delivered and charged to the FSMC for the performance of this contract. The value of existing food and supplies shall be deducted from the first FSMC invoice to the LEA. The cost of food and operational supplies ordered by FSMC on behalf of the LEA in performance of this contract shall be paid for by the FSMC. The inventory of food and operational supplies shall remain the FSMC's property.
- A. Any federally USDA donated foods received by the LEA and made available to the FSMC must be used only for the benefit of the LEA's nonprofit food service operation and must be fully utilized, including all donated ground beef and ground pork and all end products received from processors. [7 CFR 250.51(d)] Bonus commodity items must be used to reduce the per meal charges of the FSMC.
 - B. The FSMC must use all other donated foods, or will use commercially purchased foods of the same generic identity, of U.S. origin, and of equal or better quality than the USDA Foods, in the LEA's food service. [7 CFR 250.53(a)(6)]
 - C. The FSMC may store and inventory USDA donated foods and commercially purchased food together to the extent that the system ensures required use of donated foods. [7 CFR 250.52(a)] The FSMC agrees to comply with the storage and inventory requirements for donated foods. [7 CFR 250.14(b)]
 - D. The FSMC agrees to procure processed end products on behalf of the LEA in accordance with 7 CFR 250.
 - E. The FSMC agrees that it will not itself enter into the processing contract with the processor.
- 5.2 Small Wares. The FSMC shall furnish the necessary small wares, including trays, dishes, glassware, flatware, serving utensils, and the like.
- 5.3 Office Facilities. The LEA shall provide, without cost to the FSMC, suitable office facilities, including furniture and equipment, for use by the FSMC in performance of this contract. The FSMC shall take reasonable care of the office facilities and equipment, and shall return them to the LEA in good condition upon termination of this contract, ordinary wear and tear excepted. Office facilities and equipment shall be provided by the LEA only for the management staff employed to carry out school food service operations for the LEA. No office facilities or equipment shall be provided for FSMC regional or area managers or other FSMC corporate officers.

- 5.4 Sanitation. The FSMC shall be responsible for usual and customary cleaning and sanitation of the LEA's food service kitchen facilities.
- A. The FSMC shall be responsible for housekeeping and sanitation in areas used by the FSMC for food preparation, storage, and service, and shall clean and sanitize dishes, pots, pans, utensils, equipment, and similar items.
 - B. The LEA shall be responsible for the required cleaning and maintenance of dining areas and snack bar seating areas beyond the front edge of the serving lines, as well as periodic cleaning of all ceilings, ceiling fixtures, air ducts, and hood vent systems (as per local ordinance). The LEA shall also provide and maintain adequate fire extinguishing equipment for food service areas, provide necessary pest control, and shall be responsible for the removal of refuse from refuse collection centers.
 - C. If the LEA is unable to perform any of its responsibilities described in subparagraph B above, the FSMC shall temporarily assume those responsibilities and shall bill the LEA for actual costs incurred.
 - D. The FSMC shall be responsible for complying with all applicable federal, state, and municipal laws related to food preparation and sanitation and all rules and regulations promulgated thereunder. The LEA shall be responsible for compliance relating to structural and equipment matters.
- 5.5 Maintenance. The LEA shall be responsible for cleaning and maintaining food service facilities and equipment. If the LEA is unable to perform the work, the FSMC shall temporarily assume those responsibilities and shall bill the LEA for any costs incurred.
- 5.6 Condition of Facilities and Equipment. The LEA shall obtain necessary health permits and certification for its facilities. The premises and equipment provided by each party in performance of this contract shall comply with all applicable building, safety, sanitation, and health laws; and shall satisfy all permit requirements, ordinances, rules, and regulations, including the federal Occupational Health and Safety Act of 1970 or applicable state act and standards promulgated thereunder. FSMC shall take reasonable and proper care of all premises and equipment in its custody and control and shall use them in a manner that will not cause violation of applicable laws, ordinances, rules, and regulations, including any reporting and recordkeeping requirements. If at any time the FSMC is notified by an authorized government agency that the LEA's premises or equipment are not in compliance with any law, ordinance, rule, or regulation, the FSMC shall immediately inform the LEA of such notification.
- 5.7 Transportation Equipment and Vehicles. The LEA shall provide transportation vehicles and equipment to be used in the food service program. The LEA shall be responsible for maintenance, fuel, insurance, and equipment for transportation.

- 5.8 Nonconforming Facilities and Equipment. The LEA shall make all necessary repairs, alterations, modifications, or replacements to correct any conditions of premises or equipment which violate applicable building, sanitation, health, or safety laws, ordinances, rules or regulations.

ARTICLE VI FINANCIAL AND PAYMENT TERMS

- 6.1 Billing for Fixed Price Per Meal. The LEA and the FSMC have mutually agreed upon the fixed price per meal equivalent(s) as follows:

A. NSLP	\$3.30 per meal equivalent plus \$0.35 per milk
B. SBP	\$2.05 per meal equivalent plus \$0.35 per milk
C. CACFP	\$3.31 per meal equivalent plus \$0.35 per milk

This lunch price includes all necessary food items to meet NSLP meal pattern requirements, exclusive of milk.

Future fixed price increases will be limited to the percentage of change in the Consumer Price Index for All Urban Consumers: U.S. City Average – Food Away From Home for the 12-month period ending March of the current contract year.

- 6.2 Meal Equivalent Defined.

For fixed price per meal purposes, each reimbursable lunch shall be considered one (1) meal/meal equivalent, each reimbursable breakfast shall be considered two-thirds (2/3) of a meal/meal equivalent, and one reimbursable snack shall be considered one-third (1/3) of a meal/meal equivalent.

For cash meal sales other than reimbursable meals, the number of meal equivalents shall be determined by dividing the total of all food sales except reimbursable meal and snack sales (including sales of adult meals, a la carte meals, snack bar, catering, conference, and any other function sales) by the current USDA free lunch meal reimbursement rate plus the USDA donated foods value.

- 6.3 Billings to LEA. No sales tax applies to FSMC invoices for managing the food service operation of the LEA.
- 6.4 Crediting Value of USDA Donated Foods Received. The FSMC must credit the LEA for the value of all USDA donated food received, entitlement and bonus, for use in the LEA's meal service in the school year. This includes the value of USDA donated food contained in processed end products. [7 CFR 250.51(a)] The FSMC shall list on the invoice the value of USDA donated foods received for the period and deduct the amount of value from the total owed by LEA for the meal equivalents served. The value of USDA donated foods for entitlement and bonus is the average USDA purchase price as listed by OSPI CNS. For processed USDA donated foods it is the processing contract

value in addition to the USDA/OSPI assigned average value. When the LEA pays OSPI CNS for the processing and shipping fees, that amount is added to the value of USDA foods received to come up with the total adjustment to the monthly FSMC billing. When the FSMC pays the processing and shipping fees, they will only credit the LEA for the value of USDA foods received.

- 6.5 Invoice Due Date. Invoices submitted to the LEA by the FSMC will be paid according to the LEA's "Accounts Payable Cut-Off Schedule," attached to and incorporated in this contract as Appendix A. The LEA agrees to pay the FSMC on a net 30-day terms upon receipt of an authorized and approved weekly invoice from the FSMC. The FSMC will be notified within three (3) business days of any invoice that does not pass audit. The LEA shall pay all amounts when due. If there are any disputes or revisions needed to invoices, the net 30 payment terms would apply upon receipt of the corrected invoice. If invoices are received in the LEA's accounting department by the cut-off date, and they pass audit, payment will be made on the release date listed on the schedule. The FSMC will be notified immediately of any invoice that does not pass audit. The LEA shall pay all amounts when due. If the LEA does not make a payment when due, the FSMC may charge interest up to one percent (1%) per month on the past due receivable as allowed by state law (RCW 39.76.011). However, the LEA may not pay interest with funds from the nonprofit school food service account funds.
- 6.6 Break-Even Guarantee. Both parties shall work together to ensure a financially sound and well-run operation. The FSMC shall guarantee that the food service program will achieve, at a minimum, financial break-even, defined, as "generated program revenues will be sufficient to cover all actual and direct operating costs and unrestricted indirect costs incurred by both the LEA and the FSMC." If the LEA makes a net profit in the food service account after deducting operating and indirect expenditures from all food service receipts and all federal and state meal reimbursements, the LEA must deposit the net income back into the food service account.
- 6.7 Taxes. If during the term of this contract any taxes are added or deleted, or there is a revision of an existing law or regulation such that the responsibility for any tax is shifted or altered, any of which results in increased or decreased costs to the FSMC, then the financial terms of this contract shall be adjusted to reflect the cost change retroactive to the commencement of the change. The obligations described in this paragraph shall survive any termination of this contract, and will continue until the applicable statute of limitations, including legal extensions, has expired. Both parties shall indemnify each other against any:
- Liability or assessment, including related interest and penalties, resulting from a tax responsibility of the indemnifying party.
 - Reasonable collection expense, attorney's fees, and costs incurred in connection with the collection of any such amount from the indemnifying party.

Nothing herein is intended to absolve the FSMC from payment of taxes.

- 6.8 Documents to LEA. The FSMC shall submit the following supporting documents to the LEA monthly:
- Daily meal counts by eligibility category by school site for each program in order to meet claim deadlines.
 - Daily menu production records by program.
 - Monthly summary of value of USDA donated foods received.
 - Monthly summary of revenues from other sales.
 - Monthly operating statements to the LEA by the fifteenth (15th) of the next month. This statement shall reflect all activity for the previous calendar month.
 - Invoices that show the FSMC has credited the LEA for the value of all USDA donated foods received for use in the LEA's food service in the school year, including the value of USDA donated foods contained in processed end products. [7 CFR 250.54]
 - Evidence of the FSMC's procurement of processed end products on behalf of the LEA.
- 6.9 Inspection of Books and Records. The books and records of the FSMC pertaining to operations under this contract shall be available to representatives of the LEA, OSPI, USDA, and the US General Accounting Office at any reasonable time and place.
- 6.10 Renegotiation of Financial Terms. OSPI CNS must review and approve any material changes to the contract. The renegotiation of price terms under this contract is permitted only upon the occurrence of unpredictable, unexpected conditions beyond the control of both parties. If such conditions create a significant and material change in the financial assumptions upon which the price terms of this contract are based, then those price terms so affected may be renegotiated by the parties but only with the prior approval by OSPI CNS. Renegotiation of price terms under such conditions must be mutual, and any changes in price terms must be agreed upon by both parties. Any adjustments so negotiated and agreed upon must accurately reflect the change in conditions. The occurrence of contingencies that are foreseeable and predictable, but not certain, should be calculated into the defined price terms to the extent possible, with the goal of minimizing the need for renegotiation of price terms during the term of the contract. If the renegotiation exceeds ten percent (10%) of the original contract value, the contract must be re-bid.
- 6.12 Nonprogram Foods. For fixed price per meal contracts, awarded on a per meal basis and with revenues from nonprogram foods sales converted into meal equivalents to which the fixed price cost is applied, the FSMC will annually provide information on food costs and revenues. The information must include food cost for reimbursable meals, food cost for non-program foods, revenue from non-program foods, and total revenue. Nonprogram foods include: a la carte; catering; vending; and student stores operated, or any other sales generated through the nonprofit school food service account not already described. The FSMC will be responsible for providing the SFA with, or calculating nonprogram food costs and program revenues for compliance with the 7 CFR Part 210.14(f)

ARTICLE VII
GENERAL TERMS AND CONDITIONS

- 7.1 Compliance with Law. The FSMC shall comply with all laws, ordinances, rules, and regulations of all applicable federal, state, county and city governments, and agencies, regarding purchasing, sanitation, health, and safety of the food service operations. The FSMC shall comply with all requirements of the NSLP, SBP, SMP, SSO, SFSP, FFVP, and CACFP and shall procure and maintain all necessary licenses and permits. The FSMC shall conduct program operations in accordance with 7 CFR Parts 210, 215, 220, 225, 226, 245, 250 and FNS instructions and policies.
- 7.2 Recovery of Over Claims. FSMC shall pay the LEA any over claims assessed by OSPI due to FSMC negligence or noncompliance with regulations, including those over claims based on review or audit findings.
- 7.3 Spoiled Meals. No payment shall be made for meals or snacks that are spoiled or unwholesome at the time of service, or do not meet specifications developed by the LEA, or do not otherwise meet the requirements of this contract. [7 CFR 210.16(c)(3)] No deduction in payment shall be made by the LEA unless the LEA notifies the FSMC in writing within forty-eight (48) hours of the meal service for which the deduction is to be made, specifying the number of meals for which a deduction is to be made and describing the reasons for the deduction.
- 7.4 Record Keeping. The FSMC shall make available, as required by state and federal regulations, all facilities, books, and records pertaining to food service operations available for onsite review by the LEA, OSPI, the Washington State Auditor, the USDA, and the Comptroller General, or their duly authorized representatives, to ensure compliance with program requirements and the management and use of USDA donated foods. The FSMC shall maintain such records, for a period of not less than three (3) years after submission of the final claim for reimbursement for the fiscal year, as are needed by the LEA to support its claims for federal and state reimbursements. The FSMC shall submit monthly to the LEA a meal reimbursement claim report including all meals served under all programs operated by the LEA for the LEA to submit to OSPI CNS. [7 CFR 210.16(c)(1), 7 CFR 210.23(c)]
- The LEA must conduct a reconciliation at least annually (and upon termination of the contract) to ensure that the FSMC has credited it for the value of all USDA donated foods received for use in the LEA's food service in the school year including the value of USDA donated foods contained in processed end products. [7 CFR 250.51(a)]
- 7.5 Comprehensive Insurance. The FSMC shall obtain and keep in force during this contract, for the protection of the LEA and the FSMC, Comprehensive General Bodily Injury and Property Damage Liability Insurance in the combined single limit of no less than one million dollars (\$1,000,000). That insurance shall include, but not be limited to, Personal

Injury Liability, Broad Form Property Damage Liability, Blanket Contractual Liability, and Products Liability, covering only the operations of the FSMC under this contract. The FSMC shall deliver to the LEA a certificate evidencing such policies and coverage within thirty (30) days after the execution of this contract by the parties. The insurance policies shall contain a covenant by the issuing company that the policies will not be canceled unless a thirty (30) day prior written notice of cancellation is given to the LEA. The policies for one million dollars (\$1,000,000) coverage shall also name the LEA as an Additional Insured, but only with respect to operations of the FSMC under this contract.

- 7.6 Waiver of Insurance Subrogation. Absent negligence of either party, neither party has any obligation or responsibility for loss or damage to the other's real or personal property that is caused by fire, extended coverage perils, vandalism, or malicious mischief.
- 7.7 Indemnity. Unless otherwise expressly provided, both parties shall defend, indemnify, and hold each other harmless from and against all claims, liability, loss, and expense, including reasonable costs, collection expenses, and attorney's fees incurred, which arise by reasons of act or omission of the indemnifying party, its agents, or its employees in the performance of its obligations under this contract.
- 7.8 Trade Secrets. During the term of this contract, the FSMC shall designate any information it considers confidential or proprietary, including recipes, surveys and studies, management guidelines, operating manuals, and similar documents regularly used in the operation of the FSMC's business. Information so designated and identified shall be treated as confidential by the LEA, and the LEA shall exercise the same level of care in maintaining the confidences of the FSMC as it would employ in maintaining its own confidences. All recipes, files, records, compilations, manuals, and similar items shall remain the exclusive property of the FSMC and shall be returned to the FSMC immediately upon termination of this contract. The LEA shall have no right to the use trademarks, service marks, copyrights, or trade names of the FSMC following termination of this contract. The FSMC shall remove all evidence of its trade names and registered trademarks within thirty (30) days after termination of this contract. Nothing in this section prohibits the federal government's rights of reproduction or distribution for any material developed with nonprofit school food service account funds or for any materials in which the FSMC purchases an ownership interest.
- 7.9 Assignment. This contract may not be assigned by either party, in whole or in part, without the written dated consent of the other party.
- 7.10 Governance. This contract is entered into pursuant to and under the authority granted by the laws of the state of Washington and any applicable federal laws. The provisions of this contract shall be construed to conform to those laws.
- 7.11 Notice. Any notice or communication required or permitted under this contract shall be dated, in writing, and shall be served personally or sent by US registered or certified mail, postage prepaid and return receipt requested, addressed to the other party as follows:

Notices to the LEA:

Impact Public Schools
3438 S148th St
Tukwila, Washington 98168

Notices to the FSMC:

Fresh n' Local Foods, Inc.
4070 Fairview Industrial Drive SE
Salem, OR 97302

Other persons or places may also be designated, in writing, by either of the parties, during the term of this contract. Notices shall be effective when received. Sent notices will be considered received forty-eight (48) hours after they are deposited in the US mail.

- 7.12 Catastrophe. With the exception of payment obligations for prior performance under this contract, neither party shall be liable for the failure to perform their respective obligations under this contract when such failure is caused by fire, explosion, water, act of God or inevitable accident, civil disorder, strikes, vandalism, war, riot, sabotage, weather and energy related closings, or other like causes beyond the reasonable control of the party, nor for any real or personal property destroyed or damaged due to such causes. The FSMC shall resume food service operations as soon as possible.
- 7.13 Best Commercial Practices. Any silence, absence, or omission from the contract specifications concerning any point must be regarded as meaning that only the best commercial practices are to prevail, and that only materials and workmanship of quality that would normally be specified by the LEA is to be used.
- 7.14 Authority of Signators. Each of the parties represents that the persons whose signatures appear on their behalf at the end of this contract have the authority to enter into and do bind them by this contract.

IN WITNESS WHEREOF, the parties hereto have executed this contract as of the dates written below:

Impact Public Schools

By: _____

[signature]

Enter Printed Name

Jen Wickens

Enter Title

8/17/18

Enter Date

Fresh n' Local Foods

By: _____

[signature]

Enter Printed Name

CEO

Enter Title

8-20-18

Enter Date

Appendix A: Accounts Payable Cutoff Schedule

<u>Month</u>	<u>Invoices (received by 5 pm)</u>	<u>Notification of Audit Result (if does not pass)</u>	<u>Accounts Payable Closed</u>
<u>August</u>	<u>September 7</u>	<u>September 12</u>	<u>September 20</u>
<u>September</u>	<u>October 5</u>	<u>October 10</u>	<u>October 20</u>
<u>October</u>	<u>November 5</u>	<u>November 8</u>	<u>November 20</u>
<u>November</u>	<u>December 7</u>	<u>December 12</u>	<u>December 20</u>
<u>December</u>	<u>January 4</u>	<u>January 9</u>	<u>January 20</u>
<u>January</u>	<u>February 8</u>	<u>February 13</u>	<u>February 20</u>
<u>February</u>	<u>March 8</u>	<u>March 13</u>	<u>March 20</u>
<u>March</u>	<u>April 5</u>	<u>April 10</u>	<u>April 20</u>
<u>April</u>	<u>May 6</u>	<u>May 9</u>	<u>Mary 20</u>
<u>May</u>	<u>June 7</u>	<u>June 12</u>	<u>June 20</u>
<u>June</u>	<u>July 5</u>	<u>July 10</u>	<u>July 20</u>
<u>July</u>	<u>NA</u>	<u>NA</u>	<u>NA</u>



**AMENDMENT TO MAINTENANCE AGREEMENT BETWEEN
JANI-KING of WESTERN WASHINGTON and**

IMPACT PUGET SOUND ELEMENTARY

NAME OF COMPANY

3438 S. 148th Street

ADDRESS

Tukwila, WA 98168

CITY, STATE & ZIP CODE

ORIGINAL CONTRACT DATE:

8/1/2018

NEW PRICE:

\$ _____ PER MONTH

OLD PRICE:

\$ _____ PER MONTH

AMOUNT INCREASED/DECREASED

\$ _____ PER MONTH

EFFECTIVE DATE:

July 1, 2019

REASON FOR INCREASE/DECREASE:

New school year 2019-2020

Limited Service in July and August: July = \$431.25 ; August = \$345.00

School months from September through June: \$4,010.00 per month

ALL OTHER TERMS AND CONDITIONS TO REMAIN THE SAME.

[Redacted Signature]
AUTHORIZED SIGNATURE

Kristen McCaw

PRINT NAME

8/8/2019

DATE

[Redacted Signature]
JANI-KING REPRESENTATIVE

PRINT NAME

DATE

After approving and to insure proper billing:

Please E-Mail nclark@janikingwa.com or fax (253) 981-4475. Thank you!

IMPACT SCHOOLS

Scope of Services 2019-2020 during months when school is in session:

Daily During the School Days (M - F, with some occasional days closed for holidays)

- ☐ Refill soap dispensers of 1st floor Mens & Womens Restrooms
- ☐ Refill paper towel dispensers of 1st floor Mens & Womens Restrooms
- ☐ Sweep/mop floors as needed of 1st floor Mens & Womens Restrooms
- ☐ Refill toilet paper dispensers of 1st floor Mens & Womens Restrooms
- ☐ Refill seat cover dispensers of 1st floor Mens & Womens Restrooms
- ☐ Clean and sanitize all door handles of 1st floor Mens & Womens Restrooms
- ☐ Clean counters and sinks of 1st floor Mens & Womens Restrooms
- ☐ Spot clean toilets and urinals of 1st floor Mens & Womens Restrooms
- ☐ Remove trash of 1st floor Mens & Womens Restrooms
- ☐ Take out trash & replace trash can liners before lunch
- ☐ Take out trash & replace trash can liners after lunch
- ☐ Remove garbage/boxes from server
- ☐ Take empty boxes to recycling
- ☐ Change urinal cakes (2 x per week) Daily At Night on School Days (M - F, with some occasional days closed for holidays)
- ☐ Sweep/mop hard floors incl. baseboards in Admin office
- ☐ Take out all trash and recycling; empty contents of shredder in Admin office
- ☐ Clean and sanitize tables, shelves, and open surfaces (especially windowsill) in Admin office
- ☐ Sweep/mop hard floors incl. baseboards in all Classrooms
- ☐ Take out all trash and recycling in all Classrooms
- ☐ Vacuum rugs in all Classrooms
- ☐ Clean and sanitize space above cubbies in all Classrooms
- ☐ Clean and sanitize tables, shelves, and all other open surfaces in all Classrooms
- ☐ Clean and sanitize door handles in all Classrooms
- ☐ Clean and polish drinking fountain
- ☐ Remove any remaining garbage from server
- ☐ Sweep/mop hard floors incl. baseboards in all hallways & lobby areas
- ☐ Clean any visible marks on walls in all hallways & lobby areas
- ☐ Take out all trash and recycling in all hallways & lobby areas
- ☐ Damp wipe fingerprints off of entrance door glass in entrance
- ☐ Remove trash, dust, debris from entry stairs in entrance
- ☐ Clean and sanitize surfaces at front desk
- ☐ Leave supply closet organized and clean
- ☐ Take out trash and recycling in tour room
- ☐ Sweep/mop hard floors incl. baseboards in tour room
- ☐ Refill soap dispensers in womens & mens restrooms
- ☐ Refill paper towel dispensers in womens & mens restrooms
- ☐ Mop floors using disinfectant and microfiber; color code microfiber so not used in other areas
- ☐ Refill toilet paper dispensers in womens & mens restrooms
- ☐ Refill seat cover dispensers in womens & mens restrooms
- ☐ Clean counters and sinks in womens & mens restrooms
- ☐ Clean and sanitize all door handles in womens & mens restrooms
- ☐ Clean & disinfect toilets and urinals, inside and out in womens & mens restrooms
- ☐ Remove fingerprints and marks from doors and restroom walls in womens & mens restrooms
- ☐ Scour and sanitize sinks. Polish bright work. Remove splash marks around sink in womens & mens restrooms

- ☐ Clean and polish mirrors in womens & mens restrooms
- ☐ Ensure that soap and paper towel dispensers have batteries (no red lights / no non-working) in womens & mens restrooms
- ☐ Sweep/mop hard floors incl. baseboards
- ☐ Take out all trash and recycling • Clean inside and outside of elevator cabs
- ☐ Ensure that soap and paper towel dispensers have batteries (no red lights / no non-working) in womens & mens restrooms
- ☐ Remove trash in womens & mens restrooms
- ☐ Spray down trash cans that are used for lunch
- ☐ Clean all exterior doors and windows
- ☐ Clean counters and sinks in kitchen
- ☐ Pick up and dispose of any debris outside the front steps
- ☐ Push large garbage bins inside the enclosed space and close gate. Place all garbage bags that don't fit neatly into the enclosed space.
- ☐ Pick up and dispose of any debris in outside parking lot
- ☐ Ensure that all access doors are secured. Check side door exit to ramp from outside as well as the basement doors (elevator lobby and stairwell). Arm the alarm system and exit through the main entrance to arm the building. Ensure both gates are locked before leaving unless someone else is still in the building

First school day of the week

- ☐ Vacuum & spot clean stairwell carpets & second floor carpets Last school day of the week
- ☐ Empty 2 garbage cans at the end of the week First school day of the month
- ☐ Clean & sanitize white boards
- ☐ Remove expired items and clean inside fridge and drawers
- ☐ Clean doors & windows of all classrooms Every other Month (Aug. - Jun.)
- ☐ Deep Clean classroom carpets
- ☐ Wipe out Seat Pockets
- ☐ Clean inside and outside of windows

Every other month (August through June)

- ☐ Clean classroom carpet
- ☐ Wipe out seat pockets
- ☐ Clean windows (interior and exterior) on main level

CONSULTING AGREEMENT

THIS AGREEMENT entered into 07 / 10 / 2019, by and between Lavinia Group, LLC, having an address at One Main Street, 5D, Brooklyn, NY 11201 (hereinafter "Consultant") and Impact Public Schools having an address at 3438 S 148th St, Tukwila, WA 98168 (hereinafter "Client").

WHEREAS, Client wishes to retain Consultant, and Consultant desires to be engaged by Client, to perform certain consulting services described herein (the "Consulting Services");

NOW, THEREFORE, in consideration in consideration of the promises and mutual covenants and agreements contained herein, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties hereto, intending to be legally bound, hereby agree as follows:

AGREEMENT

1. Consulting Services. Consultant agrees to provide the following services (in conjunction with the Client staff) which may be modified from time to time by agreement in writing with Client. Expected time commitment is **between July 1, 2019 and June 30, 2020**.

Consulting Services to Include:

- Close Reading Training (1 Day)

Client and Consultant agree that Consultant shall function and perform the Consulting Services as an independent contractor (as described in Paragraph 5 below). In no event may Consultant execute any agreement on behalf of Client.

2. Term of Agreement. This Agreement shall be in effect from **July 1, 2019** and shall continue through **June 30, 2020** unless earlier terminated in accordance with Paragraph 10 of this Agreement. At any time during the Term, the parties may agree to extend the Agreement, by executing a mutual written agreement to that effect.

3. Consulting Fee. As a full and complete fee for Consultant's services hereunder, Consultant will be paid the following rate:

- \$3,000.00 per day x 1 day = \$3,000.00
- 30 2nd Grade Close Reading Lesson Guides & Texts = \$1,500.00 (\$300.00 discount)
- Additional costs to include travel expenses to and from WA (hotels, flights, car service)

Consultant will invoice Client at the end of each month, with payment due within thirty days. Client agrees to pay to Consultant the amount indicated in each invoice by the due date reflected on that invoice.

4. Expenses. Consultant will be reimbursed for travel expenses to WA (hotels, flights, car services). Consultant shall not be reimbursed for any out of pocket expenses related to the Services provided under this Agreement unless approved in advance in writing by Client.

5. Independent Contractor Status.

(a) Consultant is not being engaged by Client on a full-time, exclusive basis and Consultant will retain the right to perform Consultant's services for other third-parties and engage in other activities during the term of this Agreement, provided such other services do not create a conflict of interest with Client or cause Client to be in violation of any applicable law, rule or regulation. Consultant and Client intend and agree that Consultant is an independent contractor and that nothing in this Agreement will be interpreted or construed as creating or establishing the relationship of employer and employee, agency, partnership, or joint venture between Client and Consultant. Consultant hereby acknowledges and agrees that it will have no authority to enter into or incur any obligation or liability on Client's behalf.

(b) Client will not control and will have no right to control the manner, means or method by which Consultant performs services. However, Client will have the right to exercise general supervision over the results to be derived from Consultant's services and the date by which such services will be completed, and will determine whether such services were satisfactory to Client.

(c) Consultant will bear sole responsibility for compliance with all applicable laws and for reporting and payment on behalf of Consultant and any of its employees or agents providing services to Client pursuant to this Agreement, of any federal, state or local income or employment tax or withholding, unemployment insurance, workers' compensation insurance, liability insurance, health insurance, retirement or other welfare or pension benefits, and/or other payments and expenses. Consultant understands and agrees that neither Consultant nor any of its employees or agents providing services under this Agreement are eligible for, and will not be eligible to participate in, any Client employee benefit plans or programs. Consultant, and its employees and agents providing services to Client under this Agreement, hereby waive any right or claim to wages, compensation incentives, bonuses, profit-sharing participation, unemployment insurance, health insurance, or participation in any employee benefit plan, policy or program sponsored by Client that may be provided to employees of Client.

(d) If at any time there is a challenge to the status of Consultant as an independent contractor, or of any of its employees or agents providing services to Client under this Agreement as non-employees of Client, Consultant agrees promptly to give Client notice thereof and to cooperate fully with Client in defending such challenge if so requested.

6. Confidential and Proprietary Information.

(a) Confidential and Proprietary Information; Nondisclosure. As used herein, the term "Confidential Information" shall mean all information, compilations, business plans, technical and financial information, student data and the like, in whatever form or medium, and whether oral or written and whether designated or marked "Confidential," or the like, which (a) relate to the products, services or business of Client and which have not been disclosed to the general public or which Consultant knows or should know are not generally known to the public, (b) are derived from the use or application of the foregoing, or (c) is personally identifiable information about a student that has not been otherwise deemed "directory information" by pursuant to the federal Family Educational Rights Privacy Act (20 U.S.C. 1232g et seq.).

Consultant acknowledges that Confidential Information constitutes a valuable proprietary asset of Client, and that Consultant shall not obtain any right or license to any Confidential Information.

Consultant agrees that it will not at any time directly or indirectly disclose Confidential Information to any person or entity outside of Client or make any use of such Confidential Information in any way, other than as is reasonably required to provide the Consulting Services. Consultant agrees not to allow any unauthorized person access to Confidential Information and to take all action reasonably necessary and satisfactory to protect such Confidential Information.

(b) **Intellectual Property.** All materials developed or provided by Consultant or its agents pursuant to this Agreement, and any know-how, methodologies, equipment, or processes used by Consultant to provide the Services to Client including, without limitation, all copyrights, trademarks, trade secrets, and other proprietary rights are and will remain the sole and exclusive property of Consultant. Unauthorized copying, reverse engineering, and creating unauthorized derivative works based on such material is expressly forbidden except as outlined in this Agreement.

7. Representations and Warranties. By executing this Agreement, Consultant represents and warrants that: (a) the Services and Deliverables described herein will be performed in a professional and workmanlike manner in accordance with the highest standard of care of similar professionals in the field; (b) use by Client, its affiliates, subsidiaries, assignees and licensees of the materials provided by Consultant, if any, will not violate or infringe any patent, copyright, trademark, trade secret or other personal or proprietary rights of any party; (c) Consultant will not enjoin or interfere with the distribution, licensing or exploitation of Client's merchandise or other products.

8. Non-Disparagement. Consultant acknowledges and agrees that at no time during or after its engagement with Client will Consultant publicly disparage in any way Client or any of its affiliates, subsidiaries, parent companies, employees, officers, agents, shareholders, partners or directors.

9. Compliance with Laws and Regulations. While providing services for Client, Consultant (or any of its employees or agents providing services to Client pursuant to this Agreement) shall comply with all applicable laws, rules and regulations.

10. Termination of Agreement. Either party may, at its sole option, terminate this Agreement with or without reasonable cause at any time upon ten (10) calendar days' advance written notice of such termination. If Client terminates this Agreement, Consultant immediately will deliver to Client: (i) a written invoice for the pro rata value of services performed by Consultant and unpaid by Client as of the termination date; and (ii) any then-existing information compiled by Consultant for Client and/or Work Product resulting from Consultant's services hereunder. In the event of the termination of this Agreement, Client shall have no further obligation to Consultant under this Agreement other than the payment of all amounts theretofore payable hereunder for services previously completed by this Agreement.

11. Waiver. Unless agreed in writing, the failure of either party, at any time, to require performance by the other of any provisions hereunder shall not affect its right thereafter to enforce the same, nor shall a waiver by either party of any breach of any provision hereof be taken or held to be a waiver of any other preceding, succeeding, or simultaneous breach of any term or provision of this Agreement. No extension of time for the performance of any obligation or act shall be deemed to be an extension of time for the performance of any other obligation or act hereunder.

12. Severability. The invalidity or unenforceability, in whole or in part, of any covenant, promise, or undertaking, or any section, subsection, paragraph, sentence, clause, phrase or word of any provision of this Agreement shall not affect the validity or enforceability of the remaining portions thereof.

13. Governing Law. For all purposes, this Agreement shall be governed by, interpreted, construed and enforced in accordance with the laws of the State of California. The parties irrevocably agree to the exclusive jurisdiction of the courts of the state of California. If any legal action is brought by either party arising from, or related to, the subject matter of this Agreement, the prevailing party will be entitled to an award of its reasonable attorneys' fees and costs.

14. Completeness and Modification. This Agreement constitutes the entire understanding between the parties hereto superseding all prior and contemporaneous agreements or understandings among the parties hereto concerning the services contemplated under this Agreement. This Agreement may, without further consideration, be amended, modified, superseded or canceled, and any of the terms, covenants, representations, warranties or conditions hereof may be waived, only by a written instrument executed by the parties.

15. Counterparts. This Agreement may be executed in two or more counterparts, each of which shall be deemed an original but all of which shall constitute but one agreement.

16. Headings. The headings used herein are for convenience only and shall not control or affect the meaning or construction or limit the scope or intent of any of the provisions of this Agreement.

17. Survival. Any termination of this Agreement shall not affect the ongoing provisions of this Agreement which shall survive such termination in accordance with their terms.

18. Notices. Any notice or other communication required or which may be given hereunder shall be in writing to the party to whom notice is to be given at the addresses set forth above.

IN WITNESS WHEREOF, the parties have duly executed and delivered the Agreement as of the date first above written.

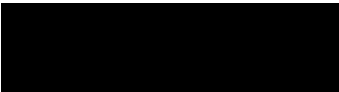
ACCEPTED AND AGREED:

ACCEPTED AND AGREED:

CLIENT

LAVINIA GROUP

By: 

By: 

Name: Jen wickens

Name: Arin Lavinia

Title: CEO

Title: President

TITLE	Impact Public Schools / Lavinia Group Consulting Agreement...
FILE NAME	Impact Consulting...t - 2019-2020.pdf
DOCUMENT ID	dc58e337b06c4f895a753d4751c85e4fb2b60ac2
STATUS	● Completed

Document History



SENT

07/09/2019
01:37:29 UTC

Sent for signature to Kristan McCaw (kmccaw@impactps.org) and Arin Lavinia (arin@laviniagroup.org) from jackie@laviniagroup.org
IP: 108.7.231.153



VIEWED

07/09/2019
17:49:16 UTC

Viewed by Kristan McCaw (kmccaw@impactps.org)
IP: 65.113.243.250



SIGNED

07/10/2019
15:35:47 UTC

Signed by Kristan McCaw (kmccaw@impactps.org)
IP: 65.113.243.250



VIEWED

07/16/2019
11:39:01 UTC

Viewed by Arin Lavinia (arin@laviniagroup.org)
IP: 24.47.255.119



SIGNED

07/16/2019
11:39:11 UTC

Signed by Arin Lavinia (arin@laviniagroup.org)
IP: 24.47.255.119



COMPLETED

07/16/2019
11:39:11 UTC

The document has been completed.



Order Form for Impact Public School

Prepared for:

Kristen McCaw
Chief Financial Officer
Impact Public School

Prepared by:

Nolan Podbielski
School Partnerships
SchoolMint, Inc.

Order Form no. 1 to the MASTER SERVICE AGREEMENT

1. TERM

This Order Form ("Order Form") is entered into by **SchoolMint, Inc.** ("SchoolMint") and Impact Public School ("Customer") as of ("Order Form") pursuant to the terms of the Master Service Agreement (the "Agreement"). The terms of the Agreement are incorporated by reference, as modified and supplemented hereby the terms of this Order Form. Except as expressly amended and supplemented hereby, the terms of the Agreement shall remain in full effect. The parties agree as follows:

This Order Form shall remain in effect until ("Subscription End Date") unless earlier terminated in accordance with the Agreement.

Schools covered in this contract:

- Impact - Salish Sea Elementary
- Impact - Pudget Sound Elementary

2. LICENSE LIMITATIONS AND FEES

a. Usage Limitations and License Fees are as follows

Type of License	Quantity
# of Students	270
# of Sites	2

Name	Type	Price	QTY	Subtotal
Charter Bundle: Application & Lottery	Recurring	\$4,500.00	1	\$4,500.00
SchoolMint Set-up, Implementation, Training (Virtual)	One Time	\$950.00	2	\$1,900.00

Subtotal

\$6,400.00

Total

\$6,400.00

Unless listed above, no SIS integration or data mapping support is included in this contract.

Text messaging sufficient to meet the needs of most organizations is included in your package, based on your contract value. If necessary, additional text messages above that threshold can be purchased through SchoolMint Support.

By signing here, both parties agree to SchoolMint's [Master Service Agreement](#)*.

[*https://www.schoolmint.com/agreements/](https://www.schoolmint.com/agreements/)

Payment Terms:

Please make all checks payable to:

SchoolMint, Inc.
15495 Eagle Nest Lane, Suite 260
Miami Lakes, FL 33014

You can also make payments by Bank Transfer.

Bank Name: Webster Bank
Bank Holder: SchoolMint, Inc.
Account No.: 23135570
ABA/Routing #: 211170101
Terms: Payment term is due in net 30 days

Impact Public School
Name: Kristen McCaw
Signature: *Kristen McCaw*

Title: Chief Financial Officer
Date: 06/28/2019

SchoolMint, Inc.
Name: Ryan Johnson
Signature:

Title: CFO
Date:

*Annual license costs automatically renew every year unless Customer provides SchoolMint, Inc. with advance notice (60 days) prior to license original expiration date. If you cancel sixty (60) days prior to an upcoming renewal date, you will not be charged on the following renewal date and henceforth. For additional details, view our Payment Policy.



Licensee Information Sheet
(Please submit a completed copy with the Contract)

Main Contact:

Name: Amy Kiyota & Kristen McCaw

Phone: 206-712-7640

Email address: akiyota@impactps.org

Address: 3438 S. 148th Street, Tukwila, WA 98168

Licensee Onboarding/Implementation Contact:

Name: Amy Kiyota

Phone: 2067127640

Email address: akiyota@impactps.org

Address: 3438 S. 148th Street, Tukwila, WA 98168

Invoicing Contact (Where the SchoolMint invoice/s should be sent):

Name: Kristen McCaw

Phone: 2067127640

Email address: kmccaw@impactps.org, accounting@impactps.org

Address: 3438 S. 148th St., Tukwila, WA 98168

Accounts Payable/Finance Contact:

Name: Kristen McCaw

Phone: 2067127640

Email address: kmccaw@impactps.org, accounting@impactps.org

Address: 3438 S. 148th St., Tukwila, WA 98168

Management & Services Agreement by and between IMPACT PUBLIC SCHOOLS and IMPACT | PUGET SOUND ELEMENTARY

This Management & Services Agreement ("Agreement") is entered into, effective as of August 27, 2018 ("Effective Date"), by and between Impact Public Schools ("IPS"), a Washington state nonprofit corporation, and Impact | Puget Sound Elementary ("Impact | PSE," referred to herein with IPS as the "Parties").

Statement of Work By and between IPS and Impact | PSE

Term: August 27, 2018 to June 30, 2019 (the "Initial Term")

Recitals

A. WHEREAS, IPS was organized for charitable and educational purposes and, in particular, to foster and support the oversight, operation, and support of public charter schools throughout Washington state by schools that are authorized by IPS to use the IPS brand, trademarks, and educational methods in carrying out educational and related activities (the "IPS Brand").

B. WHEREAS, IPS's purposes include: (a) supporting programs and activities in Washington state by schools which are authorized to use the IPS Brand; (b) exercising rights and powers conferred by the laws of Washington state upon nonprofit corporations, including to raise, apply, and invest funds for the benefit of schools authorized to use the IPS Brand; and (c) providing goods and services to schools authorized to use the IPS Brand that could most effectively and efficiently be provided at scale.

NOW, THEREFORE, the Parties agree to be legally bound as follows:

IPS Duties & Responsibilities

Impact | PSE agrees to purchase the following services, support, programs, and models ("Services") from IPS:

- (a) Leadership and strategy support to Impact | PSE Leadership Team, including, but not limited to, operations, finances, community and public relations, academics, staff professional development, and school and work culture.
- (b) Human capital services, including, but not limited to, overseeing the selection, training, and management of Impact | PSE staff.
- (c) Human resources services, including, but not limited to developing a

benefits strategy, compliance oversight, and managing new and terminated employee processes.

(d) Developing a codified curriculum in core academic subject areas.

(e) Developing a plan to assess student achievement and growth.

(f) Developing, and supporting the implementation of, procedures for identifying and supporting students with learning and behavior needs, in compliance with federal and state law.

(g) Assisting with staff professional development.

(h) Budget services. Prior to the beginning of each fiscal year, IPS will submit a proposed annual budget to the Board for its review and approval. IPS and Impact | PSE will collaboratively develop the budget. IPS will also assist the Board in developing and monitoring performance against an annual school budget.

(i) Financial accounting, reporting, and compliance services, including but not limited to, payments, tax filings, payroll execution, bank account management, compliance, and periodic financial reporting.

(j) Designing, and supporting the implementation, operation, and maintenance of, information technology ("IT") systems.

(k) "Knowledge Management" services, including, but not limited to student data management and analysis, training and support, and systems selection and management

(l) Supporting locating and securing real estate or facilities to acquire or lease.

(m) Acquire an insurance policy that meets all obligations and mitigates risks.

(n) Providing services on general operations, including, but not limited to, facilities, facilities vendors, maintenance, security, school nutrition programs, and transportation.

(o) Support with family guidance in middle school placement aligned with IPS vision.

(p) Preparing a marketing, branding, and communications package for Impact | PSE for purposes of teacher and student recruitment, community and public relations, communications, and printing purposes. IPS website vision and maintenance, and social media support.

(q) Developing policies and procedures, including, but not limited to, school policies, an employee handbook, a parent/student handbook, and finance and accounting policies.

(r) Advocacy support, including, but not limited to, monitoring national and state education policies, and advocating for policies that support fulfilling the

mission of IPS.

(s) Support with maintaining the relationship with the Washington State Charter School Commission.

(t) Supporting external relations, including, but not limited to, developing a public relations strategy, retaining public-relations firms or consultants, preparing and distributing press releases, assistance upon request, support with school tours, and conducting regular outreach efforts.

(u) Performance management tools and strategy consulting.

(v) Supporting community engagement, including, but not limited to, sharing strategies and tools for effective community, family and student recruitment, coordination of events, and support with all communications.

(w) Governance management and leadership.

(x) Legal counsel, including, but not limited to, entities retained to provide legal counsel and retention of local legal counsel (i.e., attorneys with a valid and active license to practice law in the State of Washington) when appropriate.

(y) Subcontracting. Except as expressly prohibited by any applicable charter(s) or applicable law, IPS may contract or subcontract all or any part of the Services required by this Agreement, delegating the performance of, but not the responsibility for, any duties and obligations of IPS hereunder to a qualified independent contractor, expert or professional advisor.

(Z) Potential Additional Services. IPS shall consult with Impact | PSE with respect to any different or additional goods or services that will be provided pursuant to this Agreement to accomplish the missions of the Parties as set forth in the above recitals.

Excluded Services

Other than the services outlined above, IPS is not responsible for any other activities, unless mutually agreed to in writing.

Compensation

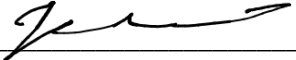
Impact | PSE will (a) pay IPS for Services in amount of 10% of state and federal revenues received by Impact | PSE excluding federal Charter Schools Program funds, and (b) reimburse IPS for all pre-approved expenses incurred by IPS in connection with the Services ("Expenses"). IPS shall provide appropriate receipts to Impact | PSE.

Termination

This Agreement shall end on June 30, 2019 and may not be terminated earlier except for cause. Termination of this Agreement shall not affect any Statements of Work then in effect. Upon such termination, Impact | PSE shall pay IPS for all Services rendered and Expenses incurred by IPS prior to the effective date of termination under completed Statements of Work, and shall continue to perform its obligations under this Agreement, including without limitations its payment obligations, for any Statements of Work then in effect until completion of such Statements of Work in accordance with their respective terms. In the event of a termination, IPS will render a final billing to Impact | PSE after the effective date of any such termination, and Impact | PSE will pay the same. The provisions of this Agreement will survive any such termination in accordance with the terms

IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be signed and delivered by their duly authorized representatives.

Impact Public Schools

By:  _____

Date: 10/18/2018

Name: Jen Wickens

Title: Chief Executive Officer

Impact | Puget Sound Elementary

By:  _____

Date: 10/19/2018

Name: Carissa Page

Title: Principal

TITLE	CMO Management Fee Contract
FILE NAME	Contract - IPS & ...t - 2018-2019.pdf
DOCUMENT ID	58418ec96ba139aea36ab51cd0ba8fa56465c99f
STATUS	● Completed

Document History



SENT

10/18/2018
01:08:36 UTC

Sent for signature to Jen Wickens (jwickens@impactps.org) and Carissa Page (cpage@impactps.org) from kmccaw@impactps.org
IP: 65.113.243.250



VIEWED

10/19/2018
01:06:06 UTC

Viewed by Jen Wickens (jwickens@impactps.org)
IP: 12.130.117.177



SIGNED

10/19/2018
01:09:11 UTC

Signed by Jen Wickens (jwickens@impactps.org)
IP: 12.130.117.177



VIEWED

10/19/2018
20:56:46 UTC

Viewed by Carissa Page (cpage@impactps.org)
IP: 65.113.243.250



SIGNED

10/19/2018
21:01:56 UTC

Signed by Carissa Page (cpage@impactps.org)
IP: 65.113.243.250



COMPLETED

10/19/2018
21:01:56 UTC

The document has been completed.



SCHOOL AGREEMENT FOR SCHOOL YEAR 2018-2019

Please note: Sections highlighted in yellow need to be completed by the School.

This agreement (the "Agreement") between the Washington State Charter Schools Association ("WA Charters") and Impact | Puget Sound Elementary ("School") covers the terms and conditions of the True Measure Collaborative ("Collaborative") offered by WA Charters. The membership period for these services is from September 1, 2018, to August 31, 2019. Schools will not be able to take part in the support services, outlined in paragraph A, until this agreement is signed and all of the exhibits and/or access required under Appendix A are completed, returned, or provided as indicated. **Services provided in this contract are for the period between September 1, 2018 and August 31, 2019.**

PROGRAM DETAILS

The School agrees to participate in the True Measure Collaborative. The Collaborative serves as a full partner to member charter schools, offering robust, centralized expertise and supports that promote compliant, effective, and innovative practices for meeting the needs all students faced with barriers to academic achievement, including those with disabilities. Assistance includes:

Services	Non-Puget Sound Area Schools \$8,000	Puget Sound Area Schools \$12,000
Program Specialist Support		
Monthly regional IEP Labs focused on a specific portion of IEP compliance. Attendance to 3 or more earns clock hours		X
Monthly school file review aligned to WISM specific audit areas such as LRE and Adverse Impact Statement. School selects files for review.		X
Quarterly "deep dive" review into special education files using the OSPI developed IEP and Evaluation File Review Form		X
Assistance in preparing OSPI IDEA and TBIP applications and reporting forms for submission		X
Monthly regional office hours, including special hours targeted to specific timely needs (e.g. applying for safety net funding)		X
On-site technical assistance for targeted supports responsive to student, staff, and systems needs. Charter Management Organizations can use these hours flexibly across multiple sites.	5 hours / quarterly	5 hours / month
Remote technical assistance for processes and procedures and student-specific compliance	5 hours / month	5 hours / month
On-call support and guidance for pre-legal intervention	X	X
High-Quality, Time-Saving Resources		
Monthly newsletter featuring Washington and federal Special Education compliance updates, resources, and professional development opportunities	X	X
Assistance in selecting contracted supports (e.g. physical therapy, occupational therapy, speech-language pathology)	X	X
E-Library of curated templates for data and service tracking (e.g. Washington-specific IEP Online handbook, ELL Resources)	X	X
Library of assessment materials (e.g. Woodcock Johnson, BASC-3, DAS-II) for check-out (approximately \$28,000 total value)	X	

Services	Non-Puget Sound Area Schools \$8,000	Puget Sound Area Schools \$12,000
Valuable Professional Development		
Summer Institute, a multi-day shared learning opportunity to prepare strong systems, protocols, and practices for the school year ahead	One attendee	Up to two attendees
Student Support Professional Learning Community for cross-disciplinary staff focused on improving student outcomes through regular data-based intervention cycles	One attendee	X
Regional workshops provided by experts in areas such as PBIS, Physical Restraint, and Trauma-informed Education	4 registrations / year	6 registrations / year
Curated, on-site workshops for school staff provided by experts in areas such as Crisis Intervention, Autism 101, Accommodations 101	1 workshop / year	2 workshops / year
Curated, on-site Universal Design for Learning workshops provided by WA Charters	1 workshop / year	2 workshops / year
On-site English Language Proficiency Standards and Linguistically Responsive Instructional Practices training, incorporating Project GLAD and SIOP strategies	1 workshop / year	1 workshop / year
On-site Diversity, Equity, and Inclusion workshops provided by Seneca Family of Agencies focused on cultural humility	2 workshops / year	3 workshops / year
Online Compliance Training Platform featuring required and recommended health and safety, civil rights, Section 504 and cultural competency trainings for school staff	X	X
Submission for up to \$2000 in travel and lodging for TMC professional development participation	X	

In order to effectively provide this service, the Collaborative requires the School to provide login information or access to student data reports from the IEP platform ("Admin Data").

GENERAL RESPONSIBILITIES OF THE SCHOOL

Payment Terms

1. Payment of the annual program deposit fee (see fee schedule in table below) must be received by WA Charters before any Collaborative support services are rendered.
2. The fee for services (see payment schedule in table below) is a flat rate of \$12,000 for Puget Sound Schools and \$8,000 for Non-Puget Sound Schools **for the 2018-19 school fiscal year** and is based on personnel, professional development, and administrative costs. For Charter Management Organizations (CMOs) with more than one school participating in the Collaborative, **the fee for each additional school is discounted at 35%**, for example a CMO with all 3 schools will pay \$27,600. Schools will be billed for services quarterly. Billing will be at the beginning of each quarter with payment due by the 15th of the month: Per emails with Haid, this will be the 30th of the month if invoice received by the 15th of the month.

2018–2019 Fee Schedule for Participating Schools

Period of Service	Payment Date Due	Amount
Quarter 1 (September – November 2018) Payment	September 15, 2018 Oct. 30, 2018	\$3,000
Quarter 2 (December 2018 – February 2019) Payment	December 15, 2018 Dec. 30, 2018	\$3,000
Quarter 3 (March – May 2019) Payment	March 15, 2019 Mar. 30, 2018	\$3,000
Quarter 4 (June – August 2019) Payment	June 15, 2019 Jun. 30, 2018	\$3,000

1. Schools must commit to eliminating disproportional discipline and academic achievement outcomes for students based on race, socio-economic, linguistic, ability, and any other identity status through the regular collection, analysis, and reflection on student-level data.
2. Schools must notify the TMC Director of any complaints made to OSPI regarding the school's civil rights practices
3. Schools agree to notify WA Charters as soon as possible of any changes in contact information for the School's designated liaison to the Collaborative.

4. Schools agree to provide the Collaborative data and information required to enable the Collaborative's support of the school's service delivery, evaluation, and reporting of compliant and high-quality services. All information shared will be protected and maintained by the Collaborative in compliance with FERPA, HIPAA, and/or other regulating statute.

WARRANTIES & DISCLAIMERS

Disclaimer of Warranties: No advice or information, whether written or oral, obtained by the School from the Collaborative, its officers, employees, agents or representatives shall create any warranty not expressly stated in the terms of this Agreement. The School acknowledges and agrees that the Collaborative is providing only the services contained herein and the School is not relying on the Collaborative to provide any advice or services (including any day-to-day managerial services involved in the Special Education process) that are not otherwise provided for in this Agreement.

Indemnification by WA Charters: WA Charters shall defend, indemnify and hold the School harmless against any loss, damage or costs (including reasonable attorneys' fees) awarded in connection with any claims, demands, suits, or proceedings ("Claims") made or brought against the School by a third party arising from a breach of this Agreement by WA Charters, its employees or agents resulting in the unauthorized disclosure of any student data or any other information that has been designated by the School or the WA Charters as confidential. The School shall: (a) promptly give written notice of any Claim to WA Charters; (b) give WA Charters sole control of the defense and settlement of the Claim (provided that WA Charters may not settle or defend any Claim unless it unconditionally releases the School of all liability); and (c) provide to WA Charters, at WA Charters' cost, all reasonable assistance.

Indemnification by the School: The School shall defend, indemnify and hold WA Charters harmless: (i) against any loss, damage or liability incurred in connection with Claims made or brought against WA Charters by a third party arising from a breach of this Agreement by the School, its employees or agents that resulted in the unauthorized disclosure of any student data or any other information has been designated by the School or WA Charters as confidential, (ii) against any loss, damage or costs (including reasonable attorneys' fees) incurred in connection with Claims made or brought against WA Charters by a third party alleging any student data or information provided by the School infringes the rights of, or has caused harm to a third party; or (ii) against any loss, damage or costs (including reasonable attorneys' fees) incurred in connection with a claim made by a third party arising from the School's, its employees' or its agents' use of the Service in breach of this Agreement. WA Charters shall: (a) promptly give written notice of any Claim to the School; (b) give the School sole control of the defense and settlement of the Claim (provided that the School may not settle or defend any Claim unless it unconditionally releases WA Charters of all liability); and (c) provide to the School, at the School's cost, all reasonable assistance.

Exclusion of Damages: Except with respect to either party's indemnification obligations as described above, breach of confidentiality or willful or grossly negligent misconduct, in no event shall either party have any liability to the other party for any lost profits or for any indirect, special, incidental, punitive, or consequential damages however caused and, whether in contract, tort or otherwise, arising out of, or in any way connected with this Agreement, including but not limited to the use or inability to use the service, any interruption, inaccuracy, error or omission, even if the party from which damages are being sought or such party's licensors have been previously advised of the possibility of such damages. Neither party will be liable for losses or damages due to situations resulting from force majeure.

MISCELLANEOUS

Termination: This Agreement shall terminate on August 31, 2019 (the "Completion Date"). Prior to the Completion Date, either party shall have the right to terminate this Agreement at will and without prior notice without any further obligations to the other party, provided, however that the indemnification obligations under Paragraph C3 shall continue to survive termination of this Agreement. Upon termination, any accrued but not yet paid fees for Collaborative services rendered will be due and payable immediately by the school.

Governing Law: This Agreement shall at all times be subject to, limited by and construed in accordance with the laws of Washington State. The parties agree to be subject to the personal jurisdiction of Washington State courts with respect to the subject matter of this Agreement and any claims arising from this Agreement. Venue for any action or proceeding arising under this agreement shall lie in the superior court of King County, Washington. No provision of this Agreement shall be applied or construed in a manner inconsistent with applicable federal and state laws and regulations.

No Third-Party Beneficiaries: It is the explicit intent of the parties that no person or entity other than the parties is or shall be entitled to bring any action to enforce any provision of this Agreement against either of the parties.

Entire Agreement: This Agreement, inclusive of all appendices, is the entire agreement between the parties

Assignment: Neither party may assign this Agreement without the prior written consent of the other party.

1. Members of the TMC must be members of the Washington State Charter Schools Association for school year 2018-2019. WA Charters will invoice schools at \$5.00/student based on the September P-223 count. Please indicate your estimated membership payment for the 2018-2019 school year. CMOs, please list anticipated student count for each participating school.

School 3 (if applicable): \$5.00/student x students =

- Clinical Intervention Specialist; CMOs indicate which school(s) _____

- Please list the billing contact and address to where invoices should be sent for your school or network.

Kristen McCaw, kmccaw@impactps.org

Date: _____

Date: 9/18/18

APPENDIX A | REQUIREMENTS FOR MEMBER SCHOOLS

1. In order to benefit from the Collaborative's support to the fullest extent, and for the Collaborative to provide the most comprehensive support possible, the **Collaborative must have access to student information**. This information will be used for reasonable educational purposes only and in compliance with all applicable state and federal HIPAA and FERPA laws. WA Charters may request the signing of a student Data Sharing Agreement as an addendum to this agreement.

The school must make available to TMC program managers and director:

- Read-only access to the school's Student Information System and Special Education platform
 - Access to student Special Education and 504 data and documentation
2. Furthermore, **the Collaborative needs feedback from member schools**. Thus, all member schools must **participate in an Annual Member survey** and submit it per the requested deadline.

WA Charters Data Policy

Aggregated, sector-level data may be used for any of the following purposes:

- To identify areas of strength and areas where additional support is needed for individual schools and as a sector
- To provide summary data to legislators and advocacy partners
- To provide summary data upon external media requests
- For the promotion of positive data via WA Charters media (blog, website, Facebook, Twitter, etc.)
- To support WA Charters and TMC reports and white papers
- In support of development efforts

Setup + Ongoing Bookkeeping Services

Confidentially Prepared for:

Impact Public Schools

Kristen McCaw

Updated Jan 23, 2018

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1. Summary of Discovery Findings

Dear Kristen,

Thanks again for our calls together, our catch-up call today, and for the opportunity to potentially serve Impact PS with a setup and conversion process and then with ongoing bookkeeping and accounting support.

Outlined below you'll find updated details about the work we are proposing together. We understand that being organized, accurate, efficient, dependable, confidential, and working with clear communication are some of the most important results to our clients.

If this proposal and scope of work is acceptable to you:

- (1) Please complete the agreement and provide ACH information
- (2) Once complete, we will begin the Onboarding Process by:
 - a. Processing a payment of \$3120 towards onboarding and transition
 - b. Setting up a QuickBooks Online file for Impact PS and property holding company and inviting Kristen as master administrator
- (3) We will coordinate with Kristen to support the best, most cost-effective path forward for bringing 2018 data from the existing accounting system (Skyward) into QBO (with the least amount of manual entry as possible)
- (4) During onboarding, we will work with Kristen to identify:
 - a. **what process improvements need to take place** (i.e. implementing a bill payment system, converting payroll, etc.) for us to be able to work together and will include cost and time estimates for each project
 - b. **what process improvements would be nice** to help streamline and improve the bookkeeping and financial operations
- (5) We will await Kristen's approval before starting on any process improvement work
- (6) We will await Kristen's approval before engaging in ongoing weekly bookkeeping

Thank you again for the opportunity to support you and Impact Public Schools. We are honored to serve you and help you stay focused on the mission of having a positive impact in all communities you serve.

Thank you for the opportunity to be of service,



Jeremy Allen
Founder, System Six Bookkeeping, LLC

2. Onboarding, QBO Setup, and Process Improvements

A. Onboarding and Transition Estimate 4-8 hours (\$780-\$1560)

- *Increased from original estimate of 2-4 hours to accommodate understanding specific guidelines for recording and categorizing transactions and other school specific rules/policies*
- Work with Kristen to gain access to all business identifier, addresses, bank, credit card, payroll, and other bookkeeping and accounting related information. Gather all bookkeeping information into a single 'master bookkeeping checklist'
 - i. Sys6 implements LastPass as a secure password platform that can be shared back (if desired and if a password manager is not already in use.)
- Develop month/quarter/annual closing checklists
- Develop process documents for how each process is completed

B. QBO Transition – Impact PS Estimate 10-20 hours (\$1950-\$3900)

- *Increased from original estimate of 5-10 hours to align with what we think is a more reasonable time estimate needed for setup process*
- Setup QBO and invite Kristen as master administrator
- Discuss fund tracking and best work arounds to make QBO work well
- Discuss class and location tracking
- Work with Kristen to develop a plan for migrating/entering existing accounting data from Skyward to QBO
 - i. Identify how Sys6 can support a QBO conversion most cost effectively
 1. Kristen to provide detailed transaction reports from Skyward and work with Isaac at System Six as needed
 2. Sys6 to tweak formatting on those detailed transaction reports formatting as needed to allow an import directly to QBO
 - ii. End goals
 1. Sys6 stays within 10-20 hours
 2. Kristen has minimal manual data entry work to do
 3. QBO is:
 - a. Setup (chart of accounts, classes/locations, etc.)
 - b. reconciled to current
 - c. connected to bank and credit card accounts
 - d. ready for ongoing bookkeeping, included classes, locations, and funds

C. Bill Pay – Implement Bill.com **Estimate 2-4 hours (\$390-\$780)**

- Review with Kristen how reimbursements and other bills are paid and implement bill.com for bill pay
- Bill.com features: <https://www.bill.com/product/right-for-me/works-quickbooks/>

D. Payroll System Change Support **Estimate 2-4 hours, if needed (\$390-\$780)**

- Discuss with Kristen the payroll platform she is choosing and some needs to consider:
 - Electronic time keeping provided (with approval processes)
 - Electronic PTO requests provided (with approval processes)
 - Multiple location support (employees working at different locations)
 - Multiple payrates (do employees earn two different rates, depending on roles)
 - How does the data sync with QBO
 - By API or by old-fashioned IIF import
 - Will multi-departments be supported in the import
 - Scalable to provide HR and compliance support

E. Reporting Requirements and Processes **as needed (\$195/hour)**

- It's understood that there are several specific reporting needs (F-195, F-196, monthly grants claiming, etc.) that Kristen is responsible for and that System Six may be able to help with
- Sys6 will help (as needed and directed by Kristen, on an hourly basis) to either:
 - i. set-up reports that provide Kristen as much information as possible from QBO so she can manually enter them into the state system
 - ii. build custom reports, if they are more helpful and if QBO can't deliver the information needed with standard reporting

3. Ongoing Weekly Bookkeeping and Accounting

Fixed weekly fee \$300/week

increased from previous estimate of \$225/week

- * QBO fee included for two entities
- * Payroll through third party software, paid directly by client
 - * Payroll administered by Kristen. Sys6 can take on collection of time worked and be responsible for entering and running payroll, if desired, at a revised weekly fee.
- * Other online services paid by client as needed (bill.com, etc.)
- * Weekly fee is for one school and existing transaction level of 60-100 transactions a month
- * Weekly fee includes one separate LLC that holds real estate with very basic needs (less than 5 transactions a month, no class tracking, no bill pay, no reporting)

System Six will be responsible for the following bookkeeping, accounting, and reporting processes. The ongoing weekly fee will be \$300/week and will begin only upon approval from Kristen. The fixed weekly fee will be drafted every Monday by ACH.

For the first eight weeks, weekly ACH invoice will be sent to Kristen for approval – no automatic charge will take place.

- **Income Recording** – Client or state organizations will make deposits and System Six will coordinate with Kristin (and reference publicly available report as needed) to categorize/code income. Always coordinate with Kristen if income needs to be further identified.
- **Bill Pay** – Bill.com will be implemented and bills to pay will be coded by Kristen and sent to Impact PS's bill.com inbox. Sys6 will enter the bills to pay, Kristen will review and approve. Once approved bills will be paid according to their due date unless otherwise instructed. Sys6 to pay careful attention to ensure expense categorization/coding is correct and always coordinate with Kristen if an item needs to be further identified.
- **Transaction Entry/Expenses Recorded** – Sys6 will connect QBO to import all Bank, Debit, and business credit card accounts. Sys6 to pay careful attention to ensure expense categorization/coding is correct and always coordinate with Kristen if an item needs to be further identified. Transactions that need further clarity (G/L or class) will be placed in uncategorized transactions and reviewed as needed, and at least once a month preferred.
 - If a significant amount of credit card purchases become the normal, an expense management software like Tallie or Expensify will be recommended.
- **Payroll/1099** - to be run through payroll system. As this agreement is written, payroll responsibilities will remain with Kristen and Impact PS. System Six can take on payroll responsibilities (helping to onboard new employees, gathering time and running payroll,

etc.) if needed for a revised weekly fee. Kristen has noted that some EEs are recorded by different G/L categories and/or departments. Kristen will run payroll accordingly, and it will be important that the payroll system communicates this clearly by JE or report. Sys6 brings payroll data into the books.

- **1099 contractors** – Sys6 recommends paying contractors through the payroll system so that W9 forms are collected and year-end tax preparation (1099 forms) are simple to issue. If this isn't supported, Sys6 will pay 1099 vendors through Bill.com, collect W9 forms, and prepare 1099s at year-end.
- **Account reconciliations** – Sys6 will be responsible for all bank/debit card, credit card, and account reconciliations monthly.
- **State/City Taxes** –N/A
- **Year-end** – Sys6 will be responsible for closing the books yearly and will coordinate with the tax preparing CPA.
 - Weekly fee includes closing the books at year-end and coordinating with client's tax preparing CPA. Any further tax preparation, preparation of financial reports, manipulation of data outside of QBO, or audit, review, or compilation support that is needed can be supported and will be billed at \$195/hour.
 - W2s forms are made available digitally via payroll platform. Sys6 does not print/mail W2 forms.
 - 1099 forms, if not provided by the payroll service provider, are prepared digitally by Sys6 and emailed to vendors. If Sys6 takes-responsibility for bookkeeping mid-year, there may be extra time needed at year-end if all 1099 vendors paid in the current year don't already have W9 information on file and Sys6 needs to track that down with each vendor.
- **Reporting and Review** – Sys6 will provide a basic monthly financial report as created by QBO. Enhanced financial reporting is available using either fathomhq.com or by building custom reports in Excel. Sys6 is available to review books, financial reporting, and address any open issues as needed.
 - It's understood that there are several specific reporting needs (F-195, F-196, monthly grants claiming, etc.) that Kristen is responsible for and that System Six may be able to help with on an hourly basis.
- **Ad-Hoc** – Sys6 can be available for consulting, reporting, or process improvements that fall outside the scope of ongoing weekly work as needed at the rate of \$195/hour.

2. Fees and Terms:

- 2.1. Onboarding, Transition, and Process Improvements Phase (\$3120-\$6240)
Estimated between 16-32 hours @ \$195/hour
Previously estimated between 11-22 hours @ \$195/hour
- 2.2. Ongoing Weekly Bookkeeping and Accounting: \$300/week
Previously estimated at \$225/week
- * Includes QBO subscriptions for two entities
 - * Other online services paid by client as needed
 - * Responsibilities can be increased as needed, new locations are opened, etc.
- The fee for these services is based on anticipated cooperation from the client and the assumption that significant unexpected circumstances will not be encountered during the work performed. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur additional costs. Additional work will be billed at the rate of \$195/hour.
 - If there is a significant change in weekly workload requirements or increased complexity, an increased weekly fee might be requested. We will discuss it together and attempt to arrive at an agreeable new weekly fee, and/or ask client to take-on some of the more data-entry intensive tasks, allowing us to focus on higher-level bookkeeping, accounting, and controllership activities.
 - As a client, you are ultimately responsible for evaluating the adequacy and results of our services to you. It is your responsibility to establish and maintain internal controls, including monitoring ongoing activities and the results of your businesses employees, subcontractors (including System Six,) and volunteers.
 - Signed agreement gives approval for System Six to begin processing weekly payments (by eCheck) once the data migration to QBO has been completed and weekly services are approved to start.
 - All hourly work is invoiced at month-end and invoice will be sent to client for review with a request for approval to process payment (by eCheck.) If hourly invoices go unpaid for longer than 30 days, weekly responsibilities and weekly fee will be paused until hourly invoice is approved and payment processed.
 - A prepayment of \$3120 towards hourly work will be processed upon receipt of this signed agreement.

3. Signatures:

Agreement Submitted Date:

Jan 23, 2019

Projected Start Date:

Feb 4, 2019

AGREED BY:

AGREED BY:

X _____ Date:

X _____ Date:

Jeremy M. Allen
System Six Bookkeeping, LLC

Kristen McCaw
Impact Public School

4. Client References

4.1. Joshua Dirks, Project Bionic

253-951-6284

josh.dirks@projectbionic.com

- Entrepreneur and business owner. Multiple year working relationship together
- Responsible for all business bookkeeping, payroll, A/R, A/P, monthly reconciliations, DOR filings, weekly cash flow review, and budgeting

4.2. Eric Kauppila, CPA, MS Tax, Seattle CPA Professionals

206-420-7329

eric@seattlecpaprof.com

- Owner and small business CPA. Long standing relationship with numerous mutual clients
- Responsible for coordinating extensive bookkeeping and accounting clean-up projects for mutual clients, trusted referral source

4.3. Becca Knudson, Mile High Vineyard Church

303-474-5224

becca@milehighvineyard.org

- Administrative Pastor for multi-site church. Works closely with System Six for all matters of church finance
- Responsible for the bookkeeping of multiple non-profit businesses, online giving recorded correctly into QuickBooks, monthly reconciliations, payroll, budgeting, and business consulting

4.4. Jim Shaprio, Better Fundraising Group

206-799-4762

jim@theedgegroup.org

- Senior Advisor, non-profit leadership, fundraising, and master planning
- Responsible for monthly business bookkeeping, reconciliations, bill pay, complex client invoicing, DOR filings, receiving local checks from PO Box from clients, managing sub-contractor payments based on client income received

4.5. Shane Blondin, Stadium Dental

253-232-6885

shane@shaneblondin.com

- Husband and Wife owned dental practice
- Responsible for all aspects of bookkeeping, payroll, monthly reconciliations, DOR filings, business consulting, and process improvement
- Setup bookkeeping system and assisted in the final stage of purchasing the practice

4.6. Laura Altschul, LB Altschul, LLC**425-829-1093****laltschul@comcast.net**

- Global telecommunications consulting, leading large int'l teams and projects
- Responsible for all aspects of bookkeeping, monthly reconciliations, DOR filings, payroll, business consulting and process improvement for time keeping systems for 100+ team members in several countries

4.7. Ericka Burke, Volunteer Park Café**206-713-9825****ericka@alwaysfreshgoodness.com**

- Proprietor, high-volume neighborhood restaurant in Seattle
- Responsible for daily bookkeeping and cash management, reconciliations, bill pay, complex payroll, cash handling process improvement, DOR filings

4.8. Brian Howe, The HUB Seattle**206-659-6491****brian@impacthubseattle.com**

- Founder/director, Impact HUB Seattle multi-location co-working offices
- Responsible for all aspects of multi-business bookkeeping, monthly reconciliations, DOR filings, payroll, business consulting and reporting

4.9. Dr. Josh Penner, Magnolia Chiropractic**206-906-9239****drpenner@magnoliachiropracticcare.com**

- Doctor and owner of local chiropractic and massage clinic
- Responsible for initial setup and ongoing weekly/monthly bookkeeping, reconciliations, payroll, DOR filings

4.10. Ali and Caitlin Arian, Nomad Food Company**425-821-0951****Ali_arian@msn.com**

- Suppliers of homemade Mediterranean foods to Whole Foods, PCC, the Westin
- Consulted on purchase/sale of business, QuickBooks setup and design, systems and process creation
- Responsible for monthly business bookkeeping, reconciliations, DOR filings

4.11. Paul Freed, Herd Freed Hartz Executive Recruiting**206-547-5138****paul@herdfreedhartz.com**

- C-Level recruiting firm serving large corporate clients in Pacific Northwest
- Responsible for complete bookkeeping support, monthly reconciliations, multi-state tax and payroll issues, and expense reporting for multiple employees

4.12. Dr Paul Yetter, DMD**425-347-5040****paulyetterdds@frontier.com**

- Owner of family dentist practice
- Responsible for simple monthly reconciliations, client payroll, DOR filings
- Also work with his wife, Dr Jennifer Meader, for her Orthodontic practice bookkeeping

4.13. Chuck Bender, Skynet Broadband and Entrepreneur Organization Leadership**360-802-6657****cbender@skynetbb.com**

- Business Owner and Entrepreneur Organization mentor to Jeremy Allen and System Six for three years, helping to shape leadership, values, and business processes
- Has referred several clients to System Six from the business community

4.14. Erin Dobson, Strategic Communications**206-883-6100****erin@statementsstrategy.com**

- Professional services business, strategy and communications consulting
- Responsible for all bookkeeping and accounting. Monthly client invoicing, reconciliations, bill pay, credit card expense allocation, payroll, DOR

4.15. Kathy Buck, Nutritional Sales**360-825-4100****buckjuiceplus@comcast.net**

- Responsible for all aspects of business bookkeeping on a quarterly basis
- Long-time friend with Kathy and her husband Mark, community pastor at Grace Community Church, Auburn, WA

4.16. Scott Eklund , Red Box Pictures**206-280-1649****scott@redboxpictures.com**

- Seattle Photography firm, high profile commercial and private clients
- Responsible for monthly reconciliations, DOR filings, online sales recorded into Quickbooks, credit card expense allocation, payroll, year-end partnership profit allocation

Other client reviews available on YELP:

<http://www.yelp.com/biz/system-six-strategic-bookkeeping-and-analysis-seattle>

****Additional references available on request; not all clients and industries are listed**

5. **Electronic Check/ACH AGREEMENT**

Authorization for On-Demand Electronic Funds Transfer

This will serve as authorization for System Six Bookkeeping, LLC to establish Electronic Transfer Instructions to withdraw funds as ordered by me (us) through my (our) account indicated below.

Bank Name _____

9-Digit ABA / Routing Number _____

Bank Account Number _____

Name On Account _____

This authorization is to remain in effect until System Six Bookkeeping, LLC has received written notification from me (or us) of its termination in such time and in such manner, as to afford System Six Bookkeeping, LLC and my bank a reasonable opportunity to act on it.

Primary Account Owner Date

Joint Account Owner (if applicable/required) Date

Primary Account Owner Name (Printed)

Joint Account Owner Name (Printed)

Address

City State Zip

6. Service Level Agreement

Ethically and legally, we must point out that you are responsible for executive management decisions, business functions, and internal controls. We are responsible for performing specific bookkeeping and accounting services. As a client, you are ultimately responsible for evaluating the adequacy and results of our services to you. It is your responsibility to establish and maintain internal controls, including monitoring ongoing activities and the results of your business's employees, subcontractors (including System Six,) and volunteers. System Six Bookkeeping, LLC shall not be liable to client for any incidental, consequential, indirect, or punitive damages, including but not limited to lost profits.

The services provided by System Six Bookkeeping, LLC cannot be relied on to detect errors, fraud, or illegal acts that may currently exist in your organization or occur in the future. However, we will inform the appropriate level of ownership and/or management of any material errors and of any evidence or information that comes to our attention during the performance of our bookkeeping procedures. In addition, we will report to you any evidence or information that comes to our attention during the performance of our bookkeeping procedures regarding illegal acts we suspect may have occurred in the past.

System Six Bookkeeping, LLC acknowledges that our company and employees may learn, develop, or have access to Confidential Client Information. System Six Bookkeeping, LLC agrees to hold all Confidential Information in trust and confidence during our work together and following the completion/conclusion/termination of that work. System Six Bookkeeping, LLC shall not use, divulge, disclose, or make accessible to any person, corporation, or entity, other than an employee or principal of System Six Bookkeeping, LLC, any Confidential Information, without the prior written consent of client.

CONTRACT FOR STUDENT TRANSPORTATION SERVICES

This Contract is made and entered into between Harlow's Bus Service, Inc., a North Dakota corporation with offices at 1240 W Main Street, Auburn WA 98001, Office 253.736.6552 (hereinafter referred to as "Harlow's" or "Contractor") and Impact Public Schools, 3438 S. 148th St, Tukwila, WA 98168, Office 206.390.2381(hereinafter referred to as "IPS").

1. Contract Term

This Contract shall commence on the date that this Contract is fully executed under authorization granted by the IPS Board at its meeting and be effective July 1, 2018 until June 30, 2023 (the "Contract Term"). This contract includes the following academic years: 2018-2019 through 2022-2023 unless earlier terminated, as provided herein.

2. Termination

Contractor may terminate this contract by written notice of termination in the event IPS fails to perform any obligation of IPS under this contract. Contractor will continue to provide transportation services no more than ninety (90) days from the date of the written notice of termination to IPS. IPS agrees to pay Contractor for transportation services under the payment schedule of this contract through the last day transportation services are provided by Contractor.

IPS may terminate this contract with ninety (90) days written notice of termination if any issue is brought to the Contractor and resolution of that issue cannot be agreed upon between IPS and Contractor in a timely manner or if IPS needs to discontinue service.

3. Insurance

Contractor will be required to furnish, prior to the signing of the contract, five million dollars (\$5,000,000) single limit for bodily injury and property damage liability as well an additional five million dollars (\$5,000,000) umbrella policy (or as mutually agreed upon) and such other insurance as required by the state of Washington, if any. The policy shall name IPS as an additional insured and provide that such coverage may not be cancelled or materially changed without thirty (30) days prior written notice to IPS.

Immediately upon notification of a bus involved in an accident, the Contractor shall notify the superintendent or designee by the quickest possible means. A detailed accident report form shall be submitted to IPS as soon thereafter as possible, but not later than three (3) days after the accident.

4. Assignability

Contractor shall not assign or transfer all or any part of its interest in the contract without the written approval of IPS.

5. Force Majeure

Neither IPS nor Contractor shall be liable in damages or have a right to terminate this contract for any delay or default in performance hereunder if such delay or default is caused by conditions beyond its control including, but not limited to Acts of God, government restrictions or limitations, wars, insurrections and/or any other cause beyond the reasonable control of the party whose performance is affected.

6. General Management

At the present time, IPS will have two (2) school-to-home routes. The Contractor shall provide for all vehicle(s), driver(s), as well as the maintenance and management of the same, to operate school buses for IPS for the 2018-2023 school year(s). Contractor's designated supervisor shall be readily available for contact by IPS representatives to address issues or concerns that arise during the school year. Contractor will be the primary supplier of bus transportation for IPS during the term of this contract. IPS guarantees the Contractor the right of first refusal of any additional transportation services during the term of this Contract.

The Contractor, with IPS's approval or another mutually agreed upon arrangement may hire a bus attendant to assist a regular route driver with student control on a school bus if necessary.

Rider discipline exercised by the Contractor will be guided by IPS transportation conduct policy.

7. Routes

All students whose parents voluntarily enroll in the IPS transportation program and who are eligible for school bus transportation for IPS will receive bus transportation services. Due to safety concerns, any non-eligible rider will be reported to the school.

* Currently this does not include special education students.

Prior to August 8th, the Contractor, working in cooperation with IPS's representative, shall establish routes, pickup points, and identify the students to be transported. Time schedules and routes will be arranged and adjusted as necessary by the Contractor after discussion with the designated representative of IPS. Routing capacity assumption is: K-5th grade three (3) students to a seat (unless agreed upon separately). Pickup times will be established to allow delivery to each school no later than fifteen (15) minutes prior to its established starting time. An IPS's representative will designate bus loading and unloading zones at school. Reasonable and infrequent late arrivals or departures resulting from unexpected traffic delays and mechanical failure will not be considered a breach of contract.

Contractor will maintain contact with the drivers with a two-way radio system or another form of communication.

Contractor shall maintain record of miles per bus per route, per day, for General School Transportation, as well as for Field Trips, for calculating any changes in fuel escalation payments to Contractor. The contractor will attempt to maintain accurate record of students at each scheduled pick-up and drop-off, per bus route, per day, for General School Transportation.

8. Vehicle and Maintenance Requirements

Contractor will provide and maintain at Contractor's expense all buses to be used by Contractor to perform this contract. Contractor will maintain the insurances on its buses pursuant to Section 3, above. All school buses shall be DOT certified, comply with Washington's specifications and registrations. All route buses will be equipped with a two-way radio system (or another form of communication) and a digital camera system (initial two camera lens provided by Contractor). Currently the Contractor agrees to maintain a fleet of at-least: two (2) route buses and Contractor shall ensure a spare bus is available.

Fuel for buses used to perform this contract will be paid for by Contractor and reimbursed to Contractor pursuant to the Fuel Escalation Clause, Section 12, and the Fees and Expenses, Section 11.

9. Driver Requirements

Qualifications: Only drivers who hold the appropriate license and endorsements as well sustain a US DOT Medical Examiners Certificate will operate the Contractor's vehicles. All drivers must pass a national criminal background check (HireRite) which includes fingerprinting as well as annual motor vehicle record (MVR) check.

Contractor will conduct driver training which shall not be less than ten (10) hours per year (or as required).

10. Activities and Field Trips

Contractor is the primary transportation solution and agrees to provide transportation for student activities on an as needed basis. Payment will be based on a straight hourly rate with a three (3) hour minimum. "Overage" shall begin after the minimum time is met and the overage rate will be invoiced in quarter hour increments ($\frac{1}{4}$ or .25).

In the event of an overnight trip, IPS will pay Contractor the cost of room and meals for the bus driver. IPS transportation personnel will work with Contractor's management for timely advance scheduling of drivers and buses for all trips.

11. Fees And Expenses

Invoice And Payment Terms: Contractor will invoice IPS on a monthly basis (end of the month) for services provided under this Contract. All invoices should be sent to IPS by email or as set forth in the Notices provision, Section 24. Payment from IPS is due and payable within fifteen (15) days of receipt of invoice.

Fees: The fees for Contractor's services under this Contract (the "Fees") will be pursuant to the following payment schedule, subject to the Fuel Escalation Clause, Cost Of Living Escalator and Government/ School Mandates provisions, Sections 12, 14 and 15 respectively:

General School Transportation

Cost Per School Bus, Per Day, Four (4) Hour Minimum:	\$319.00
Overage Cost, Per Hour, Per Bus:	\$76.96
Bus Attendant, Per Route, Per Hour, Five (5) Hour Minimum:	\$26.95

School Field Trips and Activity Transportation

Cost Per School Bus, Three (3) Hour Minimum:	\$224.03
Overage Cost, Per Hour:	\$76.96

Cancellation Fees Due To Weather And Road Conditions: When the School Buses are unable to safely provide transportation due to inclement weather, road conditions, or other emergency conditions, Contractor's services shall be cancelled. Cancellation shall result in payment to Contractor at fifty percent (50%) of cost for the scheduled services that were cancelled. This is only if the cancelled school day and/or events are not made up. The decision as to whether the transportation services will be provided shall be that of IPS and Contractor's management, pursuant to a procedure established by IPS and Contractor.

12. Fuel Escalation Clause

Contractor and IPS acknowledge that the price and fluctuations in price of fuel have a direct impact on the cost of transportation and on the total compensation to be paid to Contractor under this Contract. For all fuel (gas, propane or diesel) purchased by Contractor for this Contract, the price paid per mile shall be adjusted effective the first day of the month following a change in the actual cost of fuel purchased by Contractor.

For transportation, the price per mile per bus per route shall be calculated and provided to IPS. Thereafter, an adjustment of one cent per mile shall be made for each five cent per gallon increase or decrease in the cost of fuel (gas, propane or diesel floor of \$2.85 per gallon). The Contractor shall submit to IPS each month the amount of miles driven in the preceding month with a calculation of increased cost of fuel incurred if any during the preceding month for each bus for each route. The base price for purposes of this calculation shall be established at \$2.85 per gallon for fuel, the maximum decrease in fuel escalation cost will not exceed the established rate per gallon (no credit will be awarded). Receipts indicating the most recent cost paid by Contractor for fuel purchases can be provided if requested to substantiate the adjustment.

13. Option to Renew

IPS and Contractor agree to meet by April 30, 2023, to renegotiate any extended years and rates to this Contract. This Contract may be renewed for an additional term of five (5) years and/or as mutually agreed.

14. Cost of Living Escalator

Beginning on July 1, 2019, and for subsequent years of this contract, General Transportation, School Activity & Field Trips price per line item shall increase each school year as follows:

• 2019-2020 3.5%	• 2020-2021 3.5%	• 2021-2023 3.5%	• 2022-2023 3.5%
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15. Complying with Government and/or School Mandates

If during the term of the contract there are any federal, state or local mandates: (a) requiring modification of Contractor's equipment or vehicles used to perform the contract, or, (b) which result in an increase in the business/operational cost of the Contractor during any one school contract year, then IPS and the Contractor will negotiate to determine which party will bear the cost of complying with such mandate(s), including the cost of implementing any mandate(s), and the Contractor's rate of payment(s) for services to IPS during the remainder of the contract term. If IPS and Contractor are unable to agree on a price adjustment to the contract due to such mandate(s), then either IPS or Contractor may terminate this contract with one hundred and twenty (120) days written notice to the other. In the event no agreement can be reached, IPS and Contractor agree to cooperate to transition transportation services back to IPS, IPS agrees to pay Contractor at the rates otherwise set forth herein until the transition is complete, and neither IPS or Contractor will make a claim against the either for not completing the term of this contract.

The contract amounts may be adjusted by negotiation between Contractor and the School Board if mandatory employee health insurance is required by the federal government.

After the signing of this agreement, in the event of new laws, rules and regulations as required by State or Federal jurisdictions or in the event of exorbitant operational increases that would place new demands on the Contractor and would substantially increase the cost of this agreement, the Contractor has the right to renegotiate this agreement. The scope of renegotiations would be limited to the reasons specified in this paragraph.

16. Indemnification

Contractor agrees to indemnify and hold IPS, its governing board, officers, employees harmless and promises to defend same from all claims or damage, penalties of any kind related to the operation and maintenance of the buses or any obligations under this contract.

IPS agrees to indemnify, defend and hold harmless Contractor, and all of its affiliated and related entities and governing board, officers, directors, employees, successors and assigns, attorneys, insurers, and representatives, individually and in their official capacity, from any and all claims, actions, damages and liability, including the cost of investigation, litigation expenses, appeal costs and attorney's fees, to the extent resulting from any claims or suits which result from any negligent or intentional action or omission of IPS and/or IPS's affiliates and related entities, employees, agents or representatives arising out of or relating to IPS performance or failure to perform any of its obligations under this Contract.

17. Nondisclosure

As used in the Contract, "Confidential Information" means any information disclosed by or relating to a party whether of a technical, business or other nature (including without limitation, all information relating to IPS students transported by Contractor, their families, and the employees of IPS that generally is not known to the public. Each party will not disclose Confidential Information of the other party without the prior written consent of that party, except as required by law. Each party will take all reasonable measures to avoid disclose, dissemination or unauthorized use of Confidential Information provided to it by the other party.

18. Governing Law and Jurisdiction

This Contract shall be governed and construed in accordance with the laws in the State of North Dakota, without regard to its principles of conflict of laws. The Parties consent to exclusive jurisdiction of the federal and state courts of the State of North Dakota in Burleigh County for all disputes arising out of this Contract.

19. Arbitration Clause

In the event a dispute shall arise between the parties to this contract, it is hereby agreed that the dispute shall be referred to United States Arbitration and Mediation for arbitration in accordance with United States Arbitration and Mediation Rules of Arbitration. The arbitrator's decision shall be final and binding and judgment may be entered thereon. In the event a party fails to proceed with arbitration, unsuccessfully challenges the arbitrator's award, or fails to comply with arbitrator's award, the other party is entitled of costs of suit including a reasonable attorney's fee for having to compel arbitration or defend or enforce the award.

20. Relationship of Parties

This Contract is not intended and shall not be construed to create an agency, partnership, joint venture, employment of franchise relationship between IPS and Contractor. The Contractor will not represent or hold itself out to be part of IPS or a partner or agent of IPS. The contractor shall not enter into any agreement on IPS's behalf or in IPS's name.

Contractor and IPS agree that the relationship of the Parties under this Contract is that of an independent contractor. Neither Contractor, nor any member, agent, employee, officer or official of Harlow's, shall be held or deemed in any way to be an agent, employee, officer or official of IPS.

21. Severability

If any portion of this Contract shall to any extent be declared unenforceable or illegal by a court of competent jurisdiction, the remainder of this Contract shall not be affected thereby and each portion and provision of this Contract shall be valid and enforceable to the fullest extent permitted by law.

22. Modification

No waiver, alteration or modification of any of the provisions of this contract shall be binding upon any party unless in writing and signed by the authorized representative of the party against whom such waiver, alteration or modification is sought to be enforced. Each such amendment, waiver or discharge will be effective only in the specific instance and for the specific purpose for which given.

23. Entire Contract

This Contract shall constitute the entire contract between the Parties and supersede any prior understandings between the Parties with respect to the subject matter hereof.

24. Notice

All notices, requests, demands, waivers, consents and other communications ("Notices") under this Contract (A) shall be in writing; shall be delivered (1) via hand delivery, (2) by other electronic means, (3) by overnight air courier or (4) by Certified Mail, with return receipt requested; and (B) shall be directed to the party being notified at the following addresses (or at such other addresses as the Parties may designate in writing):

For Contractor:

Harlow's Bus Service, Inc.
1021 South 23rd Street
Bismarck, ND 58504
Attn: Corporate General Manager

For IPS:

Impact Public Schools
3438 S. 148th St
Tukwila, WA 98168
Attn: School Leader or Designee

Notices are deemed received upon receipt given methods listed above.

25. Headings

The headings used in this Contract are for the convenience of the parties and for illustration only, and are not to be used for determining or interpreting any of the rights or obligations herein.

ACCEPTANCE OF AGREEMENT

The signatures below indicate acceptance of the terms and conditions of this Contract as described above. Upon signature, this Contract shall be binding on the Parties. This Contract may be executed in counterparts, each of which shall be deemed an original, which together, shall constitute one and the same Contract. A signed copy of this Contract delivered by e-mail or other means of electronic transmission shall be deemed to have the same legal effect as delivery of an original signed copy of this Contract.

ACCEPTED AND AGREED TO:

HARLOW'S BUS SERVICE, INC.

Signature: _____

Name: _____

Title: _____

Date: _____

ACCEPTED AND AGREED TO:

IMPACT PUBLIC SCHOOLS

Signature: _____

Name: Jen Wickens

Title: CEO

Date: April 27, 2018

Clerk of the Board

Date

Prepared Exclusively for:
Impact Public Schools
3438 South 148th Street
Tukwila, WA 98168
ph: 206-712-7640



Cisco Masias

ph: 253-285-6345
cmasias@paylocity.com

Paylocity Quote for Service

February 5, 2019

This quote valid for 30 days

Company Information	1
Number of Employees	22
Number of Annual Payroll Processings	12
Number of State / Local Tax Reports	1

One-Time Fees	Qty	Cost Per	Ext. Cost
Full Bundle Pricing - Implementation			\$ 995.00
Web Time - Time and Labor			
Total			\$ 995.00

Monthly Fees	Qty	Cost Per	1
Full Bundle Pricing	22	\$ 8.75 Base \$ 86.75	\$ 279.25
Monthly Payroll Processing			
General Ledger Service			
Paylocity Bank Checks			
Check Signing			
Check Sealing			
Direct Deposit			
New Hire Reporting			
Comprehensive Training			
Report Writer (Ad Hoc Reporting)			
Comprehensive Report Library			
Time Off Accruals			
Remote Print Back			
Online Quarterly Reports and W2 Access			
Tax Filing - Monthly	1		
Enhanced HR Bundle	22		
Full HRIS - Reporting, PTO Mgmt., Mobile, Notifications, Unlimited Doc Storage, etc.			
Self Service for Employees and Managers			
Intranet Portal w/Online Check View			
Web Onboarding			
Web Time - Time and Labor			
Total Per Month			\$ 279.25

Year-End Fees	Qty	Cost Per	1
Year-End W2/1099	22	\$ 6.25 Base \$ 45.00	\$ 182.50
SSN Validation	22	\$ 0.50 Base \$ 25.00	\$ 36.00
Quarterly Tax Return - Internet Delivery			Included
Total			\$ 218.50

Total Cost Summary*		1
Total One-Time Fees	Total One-Time	\$ 995.00
Year-End Fees	Total Year-End	\$ 218.50
Total Yearly Fees (Annualized)	Total Per Year	\$ 3,351.00


*Annualized Fees do not include Payroll Delivery Charges

*Monthly fees based on # of Active Employees

**Plus sales tax if applicable

THE PAYLOCITY SERVICES COVERED BY THIS AGREEMENT
ARE PROVIDED IN ACCORDANCE WITH THE TERMS
AND CONDITIONS OF THIS AGREEMENT

Paylocity Associate	Date
	2/5/2019
Cisco Masias	

Client Authorization

Client Name (Print)
Kristen McCaw
Impact Public Schools 3438 South 148th Street Tukwila, WA 98168



W S I P C

*Inspired by education.
Empowered by technology.™*

Impact Public Schools Software as a Service Agreement



Software as a Service Agreement

This agreement ("Agreement") is entered into, to be effective March 19, 2018 ("Effective Date"), by and between **Washington School Information Processing Cooperative** ("WSIPC"), with its principal place of business located at 2121 W. Casino Road Everett, WA 98204 and **Impact Public Schools** ("School") with its principal place of business located at 3438 S. 148th St, Tukwila, WA 98168.

In consideration of the mutual promises and covenants contained herein, and for other good and valuable consideration, the School and WSIPC hereby agree as follows:

1. Term and Termination

The term of the Agreement will commence March 19, 2018. Thereafter, the terms of the Agreement automatically renew with a term from September 1st through August 31st of each successive year. The fee charged is adjusted each year based on total enrollment (FTE).

This Agreement is legally binding as of the Effective Date, and shall continue unless the School gives written notice to WSIPC to terminate the Agreement. This notice must be provided by the School to WSIPC by March 1st of the same year termination is desired, at which time the School agrees to continue paying Cooperative fees for the Skyward Application(s) until August 31st of the same year. The School may extend the term of services beyond the date which notice of termination is given. Each extension must be at least two (2) months long.

2. Fees and Billing Procedures

During each year of the term, WSIPC will invoice the School monthly. The School shall pay the fee established by the WSIPC Board of Directors. The annual fee is based on the School's total enrollment (FTE) as reported by OSPI in June of each year. In addition, WSIPC will utilize the School's growth plan projections towards full enrollment when establishing the School's (FTE) count for the coming year. The School can calculate its total cost by multiplying the fee by its total enrollment.

The fees that WSIPC collects help develop budgets and expend funds for the sole purpose of supporting, maintaining, and enhancing and developing WSIPC's services. Payments shall be due and payable thirty (30) days after receipt of an invoice from WSIPC.

2.1 WSIPC Secure Private Cloud Hosting Services Exhibit 1. WSIPC Secure Private Cloud Hosting Services Exhibit 1, is attached hereto and incorporated herein by reference.

2.2 First Year Costs

	Software License	Services	Total
Skyward Qmlativ Student and ERP (Finance and HR) Information System Product Suites (annual license fee, \$19.24 per FTE @projected FTE of 168)	\$3,232.32		\$3,232.32
WSIPC Product Support Services (annual fee, \$13.58 per FTE @projected FTE of 168)		\$2,281.44	\$2,281.44
*WSIPC Secure Private Cloud Hosting Services (annual fee, \$1.50 per FTE @projected FTE of 168) [see Exhibit 1 on page 8]		\$252.00	\$252.00
Implementation Services (one-time fee of \$10,000.00 paid over three years)		\$2,500.00	\$2,500.00
FootPrints Issue Management System (one time fee)		\$250.00	\$250.00
	Total First Year Cost		\$8,515.76
Implementation Services include: Installation Planning, Business Process Consultations, Data Conversion Preparation, Technical Configuration, Training, Test Conversion, Final Data Conversion and Implementation.			

2.3 Second Year Costs

	Software License	Services	Total
Skyward Qmlativ Student and ERP (Finance and HR) Information System Product Suites (annual license fee, \$20.34 per FTE @projected FTE of 252)	\$5,125.68		\$5,125.68
WSIPC Product Support Services (annual fee, \$13.58 per FTE @projected FTE of 252)		\$3,422.16	\$3,422.16
WSIPC Secure Private Cloud Hosting Services (annual fee, \$1.50 per FTE @projected FTE of 252) [see Exhibit 1 on page 8]		\$378.00	\$378.00
Implementation Services (one-time fee of \$10,000.00 paid over three years)		\$3,500.00	\$3,500.00
	Total Second Year Cost		\$12,425.84
Note: Second year total costs are an estimate based on projected FTE totals.			

2.4 Third Year Costs

	Software License	Services	Total
Skyward Qmlativ Student and ERP (Finance and HR) Information System Product Suites (annual license fee, \$20.34 per FTE @projected FTE of 336)	\$6,834.24		\$6,834.24
WSIPC Product Support Services (annual fee, \$13.58 per FTE @projected FTE of 336)		\$4,562.88	\$4,562.88
WSIPC Secure Private Cloud Hosting Services (annual fee, \$1.50 per FTE @projected FTE of 336) [see Exhibit 1 on page 8]		\$504.00	\$504.00
Implementation Services (one-time fee of \$10,000.00 paid over three years)		\$4,000.00	\$4,000.00
	Total Third Year Cost		\$15,901.12
Note: Third year total costs are an estimate based on projected FTE totals.			

3. **Rights to Participate in Joint Cooperative**

As authorized by RCW 28A.320.080 (3) and RCW 28A.310.180 (3) (currently existing or hereinafter amended), group purchasing and/or bidding for data processing equipment and/or services, or related equipment and/or services, may be part of the activities of the ESD cooperatives. Members of these cooperatives may, at their own option, participate in the bidding/purchasing role of WSIPC, but will not be required to do so for any particular item(s).

4. **Confidentiality**

All materials furnished to WSIPC by the School pursuant to this Agreement shall remain the property of the School and shall not be disclosed to third parties except by written consent of the School. These materials include, but are not limited to, source data, computer files, reports, listings, and computer programs.

5. **Skyward Qmlativ Student Information System Applications Include:**

Academic Standards, Activities, Assessment, Attendance, Behavior Management, Busing, Career Planning, Childcare, Conference Scheduler, Curriculum Master, Family and Student Access, Fee Management, Food Service, Future Scheduling, Current Year Scheduling, Gifted and Talented, Gradebook, Grading, Graduation Requirements, Guidance, Health, Lesson Planner, Lockers, Message Center, Obligations, Online Forms, Recommendations, Special Education, Student Demographics, Survey, Teacher Access, and Textbook.

6. **Skyward Qmlativ School ERP (Finance and HR) System Applications Include:**

Account, Accounts Payable, Accounts Receivable, Applicant Tracking, Asset, Benefit Management, Budgeting, Employee, Federal Reporting, Fee Management, Online Forms, Payroll, Position, Purchasing, Reporting, Substitute Tracking, Time Off, Time Tracking, Vendor, Warehouse, Year End.

7. **Services Included at No Additional Cost**

- **Professional Development Center:** To prepare for your migration to Qmlativ Student and ERP (Finance and HR), and to sustain your staff post-migration, access to a self-paced/asynchronous platform called the Professional Development Center (PDC) is given as part of your purchase.

The Professional Development Center is inclusive of Quick Start, Mastery and Specialty multi-media, simulation-based courses, with assessments, and allows assignment and access anytime, repeatedly. The course design format is such that it offers consistency for the learner and/or groups of learners across modules.

- **SharePoint Online Access:** This is a communication platform where WSIPC information is posted. Information consists of, but is not limited to, training recordings, online training announcements, software release schedule, software release highlights, support hour information, and support contact information. Access is 24/7.

- **Microsoft Select Agreement:** Through a business relationship with WSIPC, you can purchase premium Microsoft technologies for the lowest prices possible. Our Microsoft Select Agreement provides member schools the opportunity to purchase Microsoft products at 45-60% of their actual value, saving school districts thousands of dollars every year.
- **Purchasing Partner Program:** WSIPC's Purchasing Program connects its members to a network of approved technology partners. Together, we deliver the best solutions and offer limitless technology possibilities to fulfill the unique needs of the K-12 education community. WSIPC has used its purchasing power to negotiate lowest prices with a variety of vendors (i.e. Dell, HP, School Messenger, IEP Online...). By buying through our master contracts, school districts often save 35-40% off retail pricing. For more information about this dynamic and cost saving partnership benefit, go to <http://www.wsipc.org/purchasing-program/>.

8. Support

WSIPC will provide direct support for the module(s), to designated School staff. WSIPC will use technology solutions to streamline support and minimize costs. WSIPC operates using a tiered support mode. If a Tier cannot resolve an incident/issue, it is escalated until it is resolved. Incidents will be reported to WSIPC using WSIPC's web-based service tracking system. However, to expedite critical incidents, the School should also use the phone, email, or other means of communication to increase the incident's visibility to WSIPC. Additionally, School staff must be identified for Emergency Support Notifications and for Support.

Following are the defined levels of tiered support, hours, performance measures, and responsiveness to prioritized issues:

- **Tier I Support:** When School personnel need to report an incident related to the Skyward Application, they contact the appropriate School representative(s). This Tier I support provides help desk operations covering the module, data analysis, desktop and browser configurations, and printing. Tier I support includes analysis and investigations of application incidents, and troubleshooting. If Tier 1 support cannot resolve the incident, it is escalated to Tier II.
- **Tier II Support:** Tier II support is performed by WSIPC staff. This includes analysis and investigation of application incidents, and troubleshooting. Incidents not resolved by Tier II are escalated to Tier III. Incidents are escalated to Tier III because they require further investigation into the underlying source code and data structures.
- **Tier III Support:** Tier III is the final escalation for incident resolution in regards to all aspects of the application and infrastructure. The Tier III role is performed by WSIPC staff and external vendors. This includes analysis and investigation of application incidents, and infrastructure troubleshooting. Resolution might include defect correction, data manipulation, program analysis, and hardware replacement.

9. Software

- **Warranty:** WSIPC warrants that upon delivery by WSIPC: (a) the Software will perform substantially in accordance with its written specifications established by WSIPC; and (b) the Software does not infringe any U.S. patent or copyright. WSIPC does not warrant that the Software is free from bugs, errors, or omissions. The exclusive warranties set forth in this paragraph apply only to the latest release of such items of Software incorporating all corrections, updates, enhancements, and modifications made available by WSIPC.
- **Performance Remedy:** As Licensee's exclusive remedy and WSIPC's entire liability, if any Software subject to the warranty set forth in Skyward Qmlativ Software Applications listed herein, fails to comply with the warranty set forth, WSIPC will use reasonable efforts to correct the noncompliance (e.g., by furnishing an update, new release, enhancement, or modification of the noncomplying Software); provided that (i) Licensee notifies WSIPC of the noncompliance and (ii) WSIPC is able to reproduce the noncompliance on the hardware for which the Software was designed. If after the expenditure of such reasonable efforts and the expiration of a reasonable time period WSIPC is unable to correct any such noncompliance, WSIPC will refund to Licensee a pro rata portion of the license fee paid by the Licensee during the then current Year for that portion of the Software found to be noncomplying. Such a refund will be in full satisfaction of all claims of the Licensee relating to such noncompliance.
- **Grant & Limitations:** WSIPC grants to the School a nontransferable, nonexclusive license during the term to use the software and documentation for School data operations. The School will not disclose or make available any software or documentation associated with this Agreement to any parties or persons not using the same on behalf of the School. Nor will the School change, modify, or alter any software without prior written permission from WSIPC. In short, the School agrees that it shall safeguard all proprietary materials being serviced by WSIPC and shall not infringe on or violate any vendor license agreements WSIPC has entered into on their behalf. If a vendor working on behalf of the School needs access to data or software provided by WSIPC, the vendor will be required to sign a Non-Disclosure Agreement with WSIPC.
- **Software Updates:** WSIPC agrees to keep current with software licensed from Skyward and will install new versions on a timeline approved by WSIPC governance. This timeline will be communicated to the School.

AGREEMENT AUTHORIZATION

This written Agreement constitutes the mutual agreement of WSIPC, and the School. No alteration or variation of the Terms of this Agreement and no oral understanding or agreements not incorporated herein shall be binding unless made in writing and signed by WSIPC, and the School.

Neither party to this Agreement shall assign their rights or delegate their performance obligations under this Agreement, nor shall they sublet this Agreement as a whole.

Executed on the dates set forth below by the undersigned authorized representatives of the parties to be effective as of the Effective Date.

**Washington School Information
Processing Cooperative
("WSIPC")**

By: _____

Name: Nancy Walsh
Title: Chief Financial Officer
Date: 3/26/2018

Address for Notice:

WSIPC
2121 W. Casino Road
Everett, WA 98204

**Impact Public Schools
("School")**

By: _____

Name: Jen Wickens
Title: CEO
Date: 3/27/2018

Address for Notice:

Impact Public Schools
3438 S. 148th St
Tukwila, WA 98168



WSIPC Secure Private Cloud Hosting Services – Exhibit 1

		Included in Base Fee (\$1.50 per FTE)
Server Technology		
	Database Servers, Applications Servers, Hyper-V Servers, Web Servers, Report Servers	X
	Redundant Application Servers, Redundant Hyper-V Servers, Redundant Web Servers	X
Infrastructure Technology		
	Dual-Redundant Front End Load Balancers, Dual Redundant Firewalls, BGP Failover, Antivirus Scanning and Mitigation	X
	24x7 Infrastructure Monitoring and Alarming	X
	24x7 Prioritized Live Help Desk	X
Database Options		
	Production Database	X
	Permanent Training Database (1 per 5k FTE)	X
	Training Database Refresh App Access	X
Support Technology		
	Progress Database Administration	X
	Upgrades and Updates	X
	24x7 Prioritized Support	X
	3rd Party Application Integration - Existing Extract includes testing and support	X
	3rd Party Application Integration - New Extract includes testing and support	X
	3rd Party Application Integration - ODBC & SIF	X
	Progress Database Administration	X
	Upgrades and Updates	X
	24x7 Prioritized Support	X
	3rd Party Application Integration - Existing Extract includes testing and support	Fee for Service
	3rd Party Application Integration - ODBC & SIF	X



IMPACT

PUBLIC SCHOOLS

Impact | Renton
Attachment 21 (Section 21)

Contents:

- Staffing Table (Commission Template)

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	1	1	1	1	1
Assistant Principal	1	1	1	1	1	1
Additional School Leadership Position: Director of Operations	1	1	1	1	1	1
School Operations Support Staff: School Manager	1	1	1	1	1	1
School Operations Support Staff: Operations Assistant	0.5	1	1.5	1.5	1.5	1.5
Classroom Teachers: Lead Teachers	9	12	16	19	22	22
Classroom Teachers: Teaching Fellows	9	12	15	16	17	17
Student Support Coordinator	1	1	1	1	1	1
Specialized School Staff: Special Education Teacher	1	1	1	1	1.5	1.5+
Total FTEs	24.5	31	38.5	42.5	47	47

Teacher-Student Ratio & Adult-Student Ratio

Calendar Year	Year of Operation	Number of Students	Number of Teachers	Teacher: Student Ratio	Total Number of Faculty	Adult: Student Ratio
2021-2022	1	252	18	1:14	24.5	1:10.3
2025-2026	5	594	39	1:15	47	1:12.6



IMPACT

PUBLIC SCHOOLS

Impact | Renton
Attachment 22 (Section 21)

Contents:

- School Leader/Principal Evaluation Rubric
- Teacher Evaluation Tool: “Everyone Grows”



IPS SCHOOL LEADER SKILLS RUBRIC

The following rubric identifies critical competencies for successfully leading an Impact school. The rubric is comprised of seven elements, each broken down into specific skills with descriptors to capture a range of mastery. Below is an overview of each element. Elements are not listed in order of importance: an effective school leader will develop their skill set across elements and indicators.

Element	When executed successfully
Build and Maintain Excellent Scholar Culture	Impact schools are defined by safe, productive, and inclusive learning environments. Routines are clearly understood by teachers and scholars, classrooms are focused and joyful, and relationships between scholars are kind and supportive. Scholars are celebrated and take ownership of their growth.
Build and Maintain Excellent Adult Culture	Impact faculty have clearly defined roles and embrace a culture of high expectations. Faculty are supportive of one another, push each other to improve, and proactively resolve conflict. Faculty are coached in developing their own leadership and everyone is working together in pursuit of a common mission.
Develop Clear Priorities, Measures, and Metrics	Goals are data driven, equity focused, and accompanied by strategic action plans that are monitored and adjusted to ensure that priorities are met. All faculty are invested in and execute on priorities.
Implement Effective Professional Learning	All teachers consistently improve and feel challenged, supported, and celebrated through consistent coaching and rigorous professional development.
Engage Professionally	Leaders model professionalism through an acute understanding of stance and tone and consistently display Impact core values.
Successfully Partner with Families	Leaders and faculty have productive and trusting relationships with families. Leaders successfully drive the Village Action Committee to support school priorities. Info



	sessions are well facilitated and lead to increased family interest.
Lead for Equity	Impact schools embrace diversity, are inclusive of all community members, and every faculty member is an advocate for equity and justice.

Element 1: Build and Maintain Excellent Scholar Culture				
	Very Impactful	Impactful	Limited Impact	Negative Impact
Supportive Learning Environment and High Expectations	There are clear, age appropriate, school and grade level expectations, restorative steps, procedures, and incentives that are consistently modeled and reinforced and promote a culture of high expectations. All faculty effectively execute school-wide systems and there is a clear hierarchy for responding to behaviors that is followed, tracked, and communicated to stakeholders. Leader is proactive in addressing matters of school culture. Discipline data is analyzed to ensure equitable application of behavior systems.	There are clear, age appropriate, school and grade level expectations, restorative steps, procedures, and incentives that are consistently modeled and reinforced and promote a culture of high expectations. All faculty consistently attempt to execute systems and follow hierarchy. Leader consistently attempts to be proactive in addressing matters of school culture. Discipline is tracked and communicated to stakeholders. Leader attempts to ensure discipline practices are equitable.	There are clear, age appropriate, school and grade level expectations, restorative steps, procedures and incentives that are modeled and reinforced. Leader attempts to hold all stakeholders to a culture of high expectations. Leader is reactive in addressing matters of school culture. Leader does not have an eye on equity in discipline.	Expectations and restorative steps are inconsistently messaged, reinforced, and/or tracked. Leader is reactive or non-responsive in addressing matters of school culture.



Scholar empowerment	All scholars can name their goals and plans to improve because every teacher engages scholars in goal setting, provides regular feedback, and posts data visibly in the classroom. Scholars consistently take on leadership roles across classrooms.	Most scholars can name their goals and plans to improve because most teachers engage students in goal setting, provide regular feedback, and post data visibly in the classroom. Scholars consistently take on leadership roles in some classrooms.	Some scholars can name their goals and plans to improve because a limited number of teachers engage students in goal setting, provide regular feedback, and post data visibly in the classroom.	Scholars across the school cannot name their goals and plans to improve.
Relationships	The school is always a place of trusting and caring relationships. Relationships are kind and supportive amongst scholars and between scholars and faculty.	The school is mostly a place of trusting and caring relationships. Relationships are kind and supportive amongst scholars and between scholars and faculty.	The school is sometimes a place of trusting and caring relationships. Relationships are usually kind and supportive amongst scholars and between scholars and faculty.	Many scholars do not have trusting and caring relationships with each other or with faculty.
Element 1 Cont'd	Very Impactful	Impactful	Limited Impact	Negative Impact
Joy and “Play Big”	There are consistent practices, both in the classroom and school-wide, that celebrate scholars for growth, accomplishments, and commitment to Impact core values.	Practices are established and semi-consistently followed to celebrate student growth, accomplishments, and commitment to Impact core values.	Scholars are occasionally celebrated, though this is not routinized.	Scholars are rarely celebrated.

Element 2: Build and Maintain Excellent Adult Culture

	Very Impactful	Impactful	Limited Impact	Negative Impact
Roles and Responsibilities	Roles and responsibilities for all faculty are clearly defined and faculty are held accountable for executing their job duties. All faculty believe it is their job to create and maintain a safe, productive, and joyful learning environment.	Roles and responsibilities for all faculty are clearly defined. Faculty are mostly held accountable for executing their job duties. All faculty believe it is their job to create and maintain a safe, productive, and joyful learning environment.	Roles and responsibilities are clearly defined for all faculty and leader inconsistently holds faculty accountable for executing their job duties.	Roles and responsibilities are not clearly defined for all faculty and/or faculty are not held accountable for executing their job duties.
High Expectations	Leader always demands that faculty strive to be excellent and pairs this expectation with concrete supports to help faculty thrive.	Leader mostly demands that faculty strive to be excellent and pairs this expectation with concrete supports to help faculty thrive.	Leader sometimes demands that faculty strive to be excellent and pairs this expectation with concrete supports to help faculty thrive.	Leader does not demand excellence and/or does not provide supports to help faculty thrive.
Faculty Leadership	Systems are routinely executed to support faculty members in their own leadership development. Leader effectively models and provides feedback to teacher leaders on meeting and PD facilitation.	Faculty are often supported in their own leadership development though this is not fully systematized. Leader effectively models and provides feedback to teacher leaders on meeting and PD facilitation.	Faculty members are only sometimes supported in their own leadership development and this is rarely systematized.	Faculty members are not supported in developing their own leadership.
Element 2 Cont'd	Very Impactful	Impactful	Limited Impact	Negative Impact
Circles	Leader always ensures that faculty members are prepared for circle, models excellent circle facilitation, and adheres to a	Leader mostly ensures that faculty members are prepared for circle, models excellent circle facilitation, and adheres	Leader sometimes ensures that faculty members are prepared for circle	Leader rarely ensures that faculty members are prepared for circle and/or rarely



	regular circle schedule.	to a regular circle schedule.	and/or sometimes models excellent circle facilitation and/or sometimes adheres to a regular circle schedule.	models excellent circle facilitation and/or rarely adheres to a regular circle schedule.
Relationships	Relationships between colleagues are supportive and colleagues push one another to improve. Leader is able to swiftly address conflict and coach faculty toward successful resolution.	Relationships between colleagues are supportive and colleagues push one another to improve. Leader always addresses conflict and is usually able to coach faculty toward successful resolution.	Relationships between colleagues are mostly supportive and/or colleagues only sometimes push one another to improve. Leader is inconsistent in response to conflict.	Relationships between colleagues are not supportive and/or colleagues do not push one another to improve. Leader does not address conflict.

Element 3: Develop Clear Priorities, Measures and Metrics				
	Very Impactful	Impactful	Limited Impact	Negative Impact
Data Driven Goals and Priorities	Leader consistently uses quantitative and observational data to set and monitor goals and address problems. Goals are broken down into long-term and short-term priorities. Specific action plans are developed, monitored, and adjusted to achieve priorities.	Leader often uses quantitative and observational data to set and monitor goals and address problems. Goals are usually broken down into short and long term priorities. Action plans are often developed and are tracked/monitored 75% of the time.	Leader attempts to generate goals and action plans, though it is not always clear what data was consulted. Plans often lack specificity, making tracking and follow up difficult.	Leader rarely generates data driven action plans to tackle priorities.



Commitment to Model	Leader champions Impact model and advocates for the use of Impact best practices. Leader ties priorities to Impact core values and draws on Impact's instructional, behavioral, and cultural practices to achieve goal outcomes. Leader works with HO team to strengthen model with innovative ideas rooted in research and best practice.	Leader believes in the Impact model and considers Impact strategies when generating action plans. Leader strives to ensure that action plans are aligned to Impact core values.	Leader's action plans occasionally draw on Impact model and practices. Leader implements solutions disconnected from Impact core values, often "reinventing the wheel."	Leader's action plans rarely draw on the Impact model and/or leader blames Impact model for challenges.
Student Groups and Goals/Action Plans	Goals and action plans always include student group analysis (race, language, SES, scholars with IEPs) and draw on inclusion strategies to close the opportunity gap.	Goals and action plans usually include student group analysis (race, language, SES, scholars with IEPs) and draw on inclusion strategies to close the opportunity gap.	Goals and action plans sometimes include student group analysis and/or sometimes draw on inclusion strategies to close the opportunity gap.	Goals and action plans fail to address student groups and/or involve use of inclusion strategies.
Faculty Participation	All faculty execute on priorities because the leader strategically utilizes teacher voice, effectively frames goals, and consistently follows through on action plans.	Faculty usually execute on priorities, leader attempts to utilize teacher voice, frame goals, and follow through on action plans.	Faculty inconsistently execute on priorities.	Faculty rarely execute on priorities.

Element 4: Implement Effective Professional Learning

	Very Impactful	Impactful	Limited Impact	Negative Impact
Walk Throughs	Leader always spends 2-3 hours each week conducting walk-through observations. During	Leader usually spends 2-3 hours each week conducting walk-throughs, rarely	Leader attempts to spend 2-3 hours each week conducting walk-throughs though has difficulty	Leader regularly misses walk-throughs and does not real time coach or document walk-through

	walk-throughs, leader uses best practices in real-time coaching and always documents walk-through data. Leader consistently shares walk-through data with faculty in email blasts and PD.	having weeks where walk-throughs occur less frequently. During walk-throughs, leader uses best practices in real-time coaching and usually documents walk-through data. Leader consistently shares walk-through data with faculty in email blasts and PD.	maintaining this cadence. Leader inconsistently uses real-time coaching strategies and inconsistently documents walk-through notes. Leader struggles to find opportunities to communicate walk-through data with faculty.	data.
Coaching Meetings: Cadence and Documentation	Leader always facilitates 35 minute coaching meeting with each teacher at least bi-weekly. Coaching meeting notes are always documented.	Leader usually facilitates 35 minute coaching meeting with each teacher at least bi-weekly. Coaching meetings notes are usually documented.	Leader attempts to facilitate bi-weekly coaching meetings but often cancels due to competing priorities and/or leader inconsistently documents coaching meeting notes.	Leader regularly cancels or does not attend coaching meetings and/or rarely documents coaching meeting notes.
Coaching Meetings: Best Practices	Teachers are always able to state their precise progress on goals and key action plans to improve scholar mastery. Leader consistently uses a combination of strategies, including questioning and role play, to actively engage the teacher in meetings.	Teachers are usually able to state their precise progress on goals and key action plans to improve scholar mastery. Leader consistently uses a combination of strategies, including questioning and role play, to actively engage the teacher in meetings.	Teachers are sometimes able to state their precise progress on goals and key action plans to improve scholar mastery. Leader inconsistently uses a combination of strategies, including questioning and role play, to actively engage the teacher in meetings.	Teachers are rarely able to state their precise progress on goals and/or action plans to improve scholar mastery. Leader rarely uses strategies to actively engage the teacher in meetings.
Element 4 Cont'd	Very Impactful	Impactful	Limited Impact	Negative Impact

PD Preparedness	<p>PD agendas, objectives, and key resources are shared with faculty 24 hours in advance. Each component of the PD session is explicitly planned, connected to objectives, and appropriately timed. Leader regularly involves others in owning elements of PD and always ensures that facilitators are ready to execute best practices in adult learning.</p>	<p>PDs always have an agenda with objectives, where each component of the session is planned and tied to objectives. PD agendas are usually shared with faculty 24 hours in advance. Leader sometimes involves others in owning elements of PD and always ensures that facilitators are ready to execute best practices in adult learning.</p>	<p>PDs always have an agenda, some components of the agenda are not explicitly planned for leader and faculty actions. Agendas are sometimes shared in advance. Leader sometimes involves others in owning elements of PD and/or sometimes ensures PD facilitators are ready to execute best practices in adult learning.</p>	<p>PD is rarely planned in advance.</p>
Adult Learning Strategies	<p>PD facilitators provides key context, framing and modeling. PD models the instructional excellence expected in classrooms. Participants do the majority of talking and processing during PD sessions. Participants have the opportunity to practice and receive actionable feedback.</p>	<p>PD facilitators provide key context, framing and modeling. PD participants and facilitators engage in an even mix of talk and processing time, most PDs provide participants with the opportunity to practice and receive actionable feedback.</p>	<p>PD facilitators do the majority of talking with limited processing loops, participants sometimes have the opportunity to practice and receive feedback.</p>	<p>PD facilitators do the majority of the talking and rarely build in time for processing or practice and feedback.</p>



PD Follow Up	PD sessions always end with a clear next step for teachers that is tied to the objectives. Participants reflect and connect PD goals and next steps to their own professional practice goals.	PD sessions often end with a clear next step, and participants are encouraged to connect PD goals to own professional growth goals through reflection.	PD sessions only occasionally have next steps and opportunities for participants to connect to their own practice.	PD sessions do not have next steps and/or opportunities for faculty to connect to their own practice.
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Element 5: Engage Professionally: Presence, Relationships, Mindset				
	Very Impactful	Impactful	Limited Impact	Negative Impact
Preparedness : Meetings	Leader attends all meetings on time having completed any necessary pre-work. Leader strategizes on session goals and talking points in advance and socialized ideas with key faculty when appropriate.. If a crisis situation emerges leader swiftly reschedules meetings.	Leader attends all meetings on time having completed any necessary pre-work. Leader rarely cancels a meeting. Leader usually takes initiative to reschedule if a crisis situation emerges.	Leader attempts to honor commitments and show up to meetings regularly, on time, and prepared. Leader misses 25% of meetings, stating other priorities interfere.	Leader regularly cancels meetings or shows up unprepared. Leader may blame crisis situations, other priorities, or unsustainable nature of job.
Preparedness: Requests	Leader always makes concrete plans for special events and activities, anticipating how these impact others and making requests in advance.	Leader usually makes concrete plans for special events and activities, anticipating how these impact others and making requests in advance.	Leader sometimes makes concrete plans for special events and activities, anticipating how these impact others and making requests in advance.	Leader never makes concrete plans for special events and activities, anticipating how these impact others and making requests in advance.

Stance and Tone	Leader adjusts stance and tone appropriately for audience and is mindful of how to communicate information. Leader displays a positive attitude, believing challenges can be addressed effectively and overcome. Pushes colleagues by sharing perspectives proactively.	Leader adjusts stance and tone appropriately for audience and is mindful of how to communicate information. Leader displays a positive attitude, believing challenges can be addressed and overcome. Usually pushes colleagues by sharing perspectives proactively.	Leader sometimes attempts to adjust stance and tone for the audience. At times veers from a positive stance with colleagues and team. Sometimes accepts the current state, failing to push others through sharing ideas and perspectives.	Leader does not adjust stance and tone for the audience and has a negative affect with team and colleagues.
Professional Growth	Leader always models a learner stance by accepting and swiftly acting on feedback, seeking out support, and finding resources.	Leader usually models a learner stance by being receptive to feedback, seeking out support, and finding resources.	Leader attempts to maintain a learner stance though at times is unreceptive or defensive in response to support, resources, and feedback.	Leader does not embrace a learner stance, is unreceptive to feedback and/or places blame externally.
Element 5 Cont'd	Very Impactful	Impactful	Limited Impact	Negative Impact
Crisis Situations	In moments of crisis the leader is always calm and in charge. Leader makes appropriate decisions and consults others when appropriate. Actions taken are always well communicated to critical stakeholders in a timely manner.	In moments of crisis the leader always remains calm and in charge. Leader makes appropriate decisions and consults others when appropriate. Actions taken are usually well communicated to critical stakeholders in a timely manner.	In moments of crisis the leader is sometimes calm and in charge. Leader does not consult others and/or at times struggles to execute on or make appropriate decisions. Leader sometimes struggles to communicate actions to stakeholders.	In moments of crisis the leader does not remain calm and/or does not make appropriate decisions. Leader does not consult others and fails to communicate follow up with critical stakeholders.
Home Office Partnership	Leader is a champion of Team Impact and always presents as a united front	Leader is a champion of Team Impact and always presents as a united front	Leader believes in Team Impact and strives to present as a united front	Leader is not a champion of Team Impact and/or outwardly blames the



	to faculty. Leader always looks to strengthen the organization and follows the appropriate channels to provide constructive, actionable feedback at the network level.	to faculty. Leader often looks to strengthen the organization and follows the appropriate channels to provide constructive, actionable feedback to the network level.	to faculty with limited success. Leader does not think about organization beyond individual school site, rarely providing constructive and actionable feedback to the network level.	network or model for a school's challenges.
Community Partnership	Leader always strengthens relationships with partner organizations, pushing partners to collaborate and provide excellent services in pursuit of a common mission.	Leader often strengthens relationships with partner organizations, pushing partners to collaborate and provide excellent services in pursuit of a common mission.	Leader sometimes strengthens relationships with partner organizations, pushing partners to collaborate and provide excellent services in pursuit of a common mission.	Leader rarely strengthens relationships with partner organizations, pushing partners to collaborate and provide excellent services in pursuit of a common mission.
Mission 2	Leader always embraces the opportunity to support the broader field and successfully mobilizes their school community to engage in advocacy work and attend critical sector-wide events.	Leader often embraces the opportunity to support the broader field and successfully mobilizes their school community to engage in advocacy work and attend critical sector-wide events.	Leader sometimes embraces the opportunity to support the broader field and successfully mobilizes their school community to engage in advocacy work and attend critical sector-wide events.	Leader rarely embraces the opportunity to support the broader field and successfully mobilizes their school community to engage in advocacy work and attend critical sector-wide events.
Element 5 Cont'd	Very Impactful	Impactful	Limited Impact	Negative Impact
Content Knowledge	Leader is competent in all content areas that are part of the onboarding process.	Leader is competent in most content areas that are part of the onboarding process	Leader is competent in some content areas that are part of the onboarding process	Leader lacks content knowledge across key onboarding information



Element 6: Successfully Partner with Families

	Very Impactful	Impactful	Limited Impact	Negative Impact
Family Engagement	Leader effectively models and provides feedback resulting in all faculty using best practices when communicating with families. Family communication includes phone calls, home visits, conferences, holdover conversations and difficult conversations.	Leader effectively models and provides feedback resulting in most faculty using best practices when communicating with families. Family communication includes phone calls, home visits, conferences, holdover conversations and difficult conversations.	Leader attempts to model and provide feedback to faculty on family engagement strategies. This happens inconsistently or is reactive. Some faculty do not use best practices when communicating with families.	Leader does not model and provide feedback on family engagement strategies. There are faculty members who consistently fail to use best practices in communicating with families.
Village Action Committee (VAC)	Leader always executes VAC effectively. Leader uses strategies to ensure that VAC goals are aligned with the school and VAC always works in support of school priorities.	Leader usually executes VAC effectively. Leader uses strategies attempting to ensure VAC goals are aligned with the school. VAC mostly works in support of school priorities.	Leader inconsistently plans for VAC. Leader generally attempts to align VAC with school priorities, though at times VAC appears out of concert with school goals.	Leader does not plan for VAC and/or VAC does not work in support of school priorities.
Response to Families	Leader always responds within 24 hours. When addressing a family concern, leader always seeks to understand and strives to find a resolution. Leader always holds firm on upholding Impact core values and school norms.	Leader mostly responds within 24 hours and never exceeds 48 hours. When addressing a family concern, leader always seeks to understand and strives to find a resolution. Leader always holds firm on upholding Impact core values and school norms.	Leader strives to respond quickly though sometimes exceeds 48 hours. Leader seeks to understand family concerns and strives to find a resolution though sometimes struggles to do so without compromising on Impact core values and school norms.	Leader regularly takes more than 48 hours to respond to families and/or leader does not seek to understand family concerns and/or compromises on Impact core values when seeking a resolution.



Element 6 Cont'd	Very Impactful	Impactful	Limited Impact	Negative Impact
Information Sessions	Leader is always prepared for information sessions, uses clear and concise language in presentations, and appears both positive and approachable. Leader succinctly answers questions with accuracy while highlighting school strengths. Info sessions always lead to families indicating an intent to enroll.	Leader is always prepared for information sessions, uses clear and concise language in presentations, and appears both positive and approachable. Leader succinctly answers questions with accuracy while highlighting school strengths. Info sessions usually lead to families indicating an intent to enroll.	Leader prepares for info sessions, though is not always clear and concise and/or struggles to answer questions succinctly. Info sessions sometimes lead to families indicating an intent to enroll.	Leader is not always prepared for info sessions and/or struggles with clarity in delivering presentations or responding to questions. Info sessions rarely lead to families indicating an intent to enroll.
Accountability	Systems and processes are established and consistently executed to support families in ensuring their child is on time and at school every day, homework is completed, and families respond to the school in a timely manner.	Systems and processes are established and usually executed to support families in ensuring their child is on time and at school every day, homework is completed, and families respond to the school in a timely manner.	Systems and processes are established and sometimes executed to support families in ensuring their child is on time and at school every day, homework is completed, and families respond to the school in a timely manner.	Systems and processes for family accountability are not established and used. School consistently struggles to support families in ensuring their child is on time and at school every day, homework is completed, and families respond to the school in a timely manner.

Element 7: Lead for Equity				
	Very Impactful	Impactful	Limited Impact	Negative Impact

Equity Data	Leader consistently analyzes student data, teacher practices, and school systems to identify equity traps in academic performance, discipline, school culture and beyond. Leader routinely engages stakeholders in language and systems thinking related to equity. Action plans explicitly identify equity traps and solutions are tied to closing gaps.	Leader regularly attempts to analyze student data, teacher practices, and school systems to identify equity traps in academic performance, discipline, school culture and beyond. Leader attempts to engage stakeholders in language and systems thinking related to equity. Attempts to implement gap closing action plans.	Leader only occasionally analyzes data for equity traps. Leader rarely engages stakeholders in language and systems thinking related to equity. Action plans inconsistently address equity traps and gap closing strategies.	Leader does not analyze data with an equity lens, does not engage stakeholders in language and systems thinking related to equity, action plans are not gap closing.
Expectations and Support	Leader holds high expectations for all stakeholders and provides varying levels of support to ensure everyone has an equitable opportunity to succeed.	Leader hold high expectations for all stakeholders but sometimes struggles to provide the appropriate level of support either due to time management, prioritization or skill.	Leader sometimes varies expectations and support for stakeholders.	Leader alters expectations and support for some stakeholders
Allyship and Advocacy	Leader devotes time to learning and reflecting on critical concepts related to race, power, and identity. Leader values and successfully develops relationships across lines of difference. Commitment to equity drives and guides decisions.	Leader devotes time to learning and reflecting on race, power, and identity. Leader values and works hard to develop relationships across lines of difference. Leader often makes decisions driven by commitment to equity.	Leader has spent some time learning and reflecting on race, power, and identity. Leader sometimes strives to develop relationships across lines of difference. Leaders sometimes make decisions driven by a commitment to equity.	Leader is unaware of gaps in their knowledge about race, power, and identity and is unwilling to prioritize developing this knowledge. Leader rarely strives to develop relationships across lines of difference and does not make decisions with a commitment to equity.

Element 7 Cont'd	Very Impactful	Impactful	Limited Impact	Negative Impact
Response to Offensive comments and microaggressions	Leader consistently addresses offensive comments and microaggressions. Leader cultivates a faculty culture where all team members monitor words and actions for microaggressions.	Leader notices and mostly addresses offensive comments and microaggressions. Leader attempts to cultivate a faculty culture where all team members monitor words and actions for microaggressions.	Leader sometimes notices offensive comments and microaggressions. The leader mostly addresses these acts with varying levels of effectiveness.	Leader rarely notices or responds to microaggressions
Facilitates faculty DEI conversations	Leader displays strong skills to facilitate DEI conversations: 1) Understand your racial/cultural identity 2) Acknowledge and be open to admitting racial biases 3) Validate and facilitate discussion of feelings 4) Control the process, not the content, of race talk 5) Validate, encourage and express admiration and appreciation to participants who speak when it feels unsafe	Leader is learning strategies to facilitate DEI conversations: 1) Understand your racial/cultural identity 2) Acknowledge and be open to admitting racial biases 3) Validate and facilitate discussion of feelings 4) Control the process, not the content, of race talk 5) Validate, encourage and express admiration and appreciation to participants who speak when it feels unsafe	Leader has the right knowledge and mindset to facilitate DEI conversations but is lacking practice and skill.	Leader has not done enough identity/bias work to develop the right mindset to be ready to effectively facilitate DEI conversatoins.



EVERYONE GROWS RUBRIC - CLASSROOM INSTRUCTORS

Classroom Instructor's Name:
Date:

Coach's Name:

Grade Level:

IPS Mission

We prepare a diverse population to succeed in college and impact communities as the next generation of innovative, equity-driven leaders.

Purpose

This document defines excellent teaching at Impact Public Schools. In order to meet our mission for students, all educators at IPS will work towards advanced performance every day. In line with our core value, Everyone Grows, IPS provides pathways of growth for educators of different experience levels beginning with the most novice entering as Teaching Fellows, progressing to Teacher, and the most experienced serving as Lead Teacher. This rubric meets our educators in their differing points of experience as they will each typically meet or exceed the following points in the rubric: Teacher Fellows at or beyond "Working Towards"; Teachers at or beyond "Proficient", and Lead Teachers at "Proficient" or "Advanced". This tool, in conjunction with student performance data, defines when educators move to the next phase.

Context

This document is broken into six sections with room for comments and reflection at the end of each section. Click on each heading within the Table of Contents below to efficiently get to each section.

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INSTRUCTION	Advanced	Proficient	Working Towards	Needs Improvement
Establishing Learning Expectations and Student Engagement	<ul style="list-style-type: none"> Serves as a model in establishing learning expectations, demands high expectations for student learning, behavior, and quality of work in a variety of ways, including: "Right is Right", "No Opt Out", and "Cold Call". Has developed a classroom culture where 95-100% of the students are engaged in the learning activity, as demonstrated by their attentiveness and participation. 	<ul style="list-style-type: none"> Establishes learning expectations, communicates, and demands high expectations for student learning, behavior, and quality of work in a variety of ways, including: "Right is Right", "No Opt Out", and "Cold Call". Has developed a classroom culture where 90% of the students are engaged in the learning activity. 	<ul style="list-style-type: none"> Inconsistently establishes learning expectations, communicates, and demands high expectations for student learning, behavior, and quality of work, and inconsistently uses "Right is Right", "No Opt Out", and "Cold Call", or uses them at inappropriate times. Has developed a classroom culture where 80% of the students are engaged in the learning activity. 	<ul style="list-style-type: none"> Does not succeed in establishing learning expectations, communicating, and/or demanding high expectations for student learning, behavior, and quality of work and does not use "Right is Right", "No Opt Out", and "Cold Call" to establish expectations. Less than 80% of students are engaged in the learning activity.

<p>Use of Instructional Strategies</p>	<ul style="list-style-type: none"> • Uses a wide variety of instructional strategies and activities that are academically rigorous and highly engaging. • Studio: Always ensures student learning through modeling, guided practice, and independent practice. • Workshop: Always guides student learning through inquiry-based best practices. • Actively seeks and implements new instructional strategies. 	<ul style="list-style-type: none"> • Uses a sufficient variety of instructional strategies and activities that are academically rigorous and highly engaging. • Studio: Consistently ensures student learning through modeling, guided practice, and independent practice. • Workshop: Consistently guides student learning through inquiry-based best practices. • Seeks and implements new instructional strategies. 	<ul style="list-style-type: none"> • Limited in the variety of instructional strategies and/or not all activities are academically rigorous and highly engaging. • Studio: Inconsistently uses modeling, guided practice, and independent practice. • Workshop: Inconsistently guides learning through inquiry-based practices. 	<ul style="list-style-type: none"> • May inappropriately rely on only one or two instructional strategies and activities, which are either not academically rigorous or engaging for students. • Studio: Does not use modeling, guided practice, and independent practice with any regularity. • Workshop: Does not guide learning through inquiry-based practices.
<p>Reaching the Range of Learners in a Classroom</p>	<ul style="list-style-type: none"> • Has established a consistent system of classroom procedures and assignments to reach a range of learners. • Constantly reflects on student learning to seek new ways to support all students, including students on both ends of the learning spectrum. 	<ul style="list-style-type: none"> • Regularly uses a system of classroom procedures and assignments to reach a range of learners. • Reflects on student learning to support all students, including students who have difficulties in the subject area. 	<ul style="list-style-type: none"> • Occasionally uses a system of classroom procedures and assignments to reach a range of learners, but most of the time, the teacher targets the average learner in the classroom. • Rarely reflects on student learning and sometimes supports students on either end of the learning spectrum. 	<ul style="list-style-type: none"> • Does not use a system of classroom procedures and assignments to target different learners, and the teacher only targets the average learner in the classroom. • Does not reflect on student learning and does not support students on either end of the learning spectrum.

<p>Pace of Instruction</p>	<ul style="list-style-type: none"> • Pace of instruction is always highly efficient, engaging, and urgent. • Adjusts the pace of instruction according to the needs of the activity, appropriately varying the pace throughout the lesson. • Classroom time is considered sacred and is used in a highly efficient manner. 	<ul style="list-style-type: none"> • Pace of instruction is usually efficient, engaging, and urgent. • Usually adjusts the pace of instruction according to the needs of the activity, appropriately varying the pace throughout the lesson. • Classroom time is clearly for teaching and learning. 	<ul style="list-style-type: none"> • Pace of instruction is inconsistently efficient, engaging, or urgent. • Only occasionally adjusts the pace of instruction and does not appropriately vary the pace throughout the lesson. • Most classroom time is for teaching and learning, but some time is lost in casual behavior. 	<ul style="list-style-type: none"> • Pace of instruction is not efficient, engaging, or urgent. • Does not adjust the pace of instruction according to the needs of the activity and does not vary the pace throughout the lesson. • Classroom time is not always for teaching and learning.
<p>Classroom Environment</p>	<ul style="list-style-type: none"> • Creates and frequently updates attractive bulletin boards and instructional and inspirational signage that supports student learning, including the Blackboard Configuration. • Quality and updated student work is posted inside. The classroom is well organized, neat and free of clutter. Project Plan Descriptions are consistently well maintained. • Models a high level of diversity, equity and inclusion in student interactions and instructional delivery. 	<ul style="list-style-type: none"> • Creates and regularly updates bulletin board boards and visual displays to support student learning, including the Blackboard Configuration. • The classroom is organized and free of clutter. • Demonstrates a consistent focus on diversity, equity and inclusion in student interactions and instructional delivery. 	<ul style="list-style-type: none"> • Has bulletin boards and visual displays that may be out of date or simply decorative, but the Blackboard Configuration is present. • The classroom is somewhat disorganized or cluttered. • Doesn't demonstrate a consistent focus on diversity, equity and inclusion in student interactions and instructional delivery. 	<ul style="list-style-type: none"> • Does not use bulletin boards and visual displays to support student learning, and/or the Blackboard Configuration is inadequate. • The classroom is disorganized and/or cluttered. • Not a positive learning environment • Doesn't demonstrate a focus on diversity, equity and inclusion in student interactions and instructional delivery.

COMMENTS ON INSTRUCTION



Strengths:

Areas for Growth and Action Plans:

ASSESSMENT	Advanced	Proficient	Working Towards	Needs Improvement
Checking for Understanding and Responsiveness to Daily Student Learning	<ul style="list-style-type: none"> • Adeptly, efficiently and frequently uses a variety of checking for understanding techniques to constantly monitor student learning. • Frequently and consistently uses higher order thinking questions to push student thinking • Always uses real-time data to adjust instruction. • Unrelentingly focuses on student mastery of specific, personalized objectives 	<ul style="list-style-type: none"> • Consistently uses a sampling of checking for understanding techniques to constantly monitor student learning. • Often uses higher order thinking questions to push student thinking • Usually uses real-time data to adjust instruction. • Usually focuses on student mastery of specific, personalized objectives 	<ul style="list-style-type: none"> • Occasionally uses a few checking for understanding techniques to monitor student learning. • Sometimes, but not consistently, uses higher order thinking questions to push student thinking • Sometimes uses real-time data to adjust instruction. • Inconsistently focuses on student mastery of objectives 	<ul style="list-style-type: none"> • Does not employ techniques to check for understanding and plows ahead without monitoring student understanding. • Does not use higher order thinking questions to push student thinking • Does not use real-time data to adjust instruction. • Does not focus on student mastery of objectives

Ability to Analyze Assessment Results	<ul style="list-style-type: none"> Analyzes classroom and school assessment results in ways that are highly effective in the understanding of student learning needs. Thoroughly plans with detail to address learning needs. Always implements the plans, incorporating them seamlessly into daily lesson plans and adjusting them as necessary. 	<ul style="list-style-type: none"> Analyzes classroom and school assessment results in ways that are often effective in the understanding of student learning needs. Thoroughly plans to address learning needs post-assessment. Implements that plan as written and ensures that re-teaching a spiraling happens. 	<ul style="list-style-type: none"> Does not thoroughly analyze assessment results to understand student progress and learning needs. Only puts in minimal effort in developing plans to address learning needs post assessment. Lacks detail and thoughtful analysis Inconsistent in implementing that plan as written so that re-teaching and spiraling does not always happen. 	<ul style="list-style-type: none"> Little evidence that teacher uses assessment results to understand student progress and learning needs. Does not plan to address learning needs post-assessment, or the plan is inadequate. Does not follow through on plan.
ASSESSMENT	Advanced	Proficient	Working Towards	Needs Improvement
Appropriateness of Response to Assessment Results	<ul style="list-style-type: none"> Provides fair, accurate, and constructive feedback to students on their progress, especially after a major assessment. Graded work is returned quickly. Always takes full responsibility for student failure and constantly works to respond to the students' learning needs. Uses small group and 1:1 support strategically to address student learning needs. 	<ul style="list-style-type: none"> Usually provides fair, accurate, and constructive feedback to students on their progress, especially after a major assessment. Graded work is returned within a reasonable amount of time. Takes full responsibility for student failure and works to respond to the students' learning needs. Uses small group and 1:1 support as a way to address needs. 	<ul style="list-style-type: none"> Inconsistently provides fair, accurate, and/or constructive feedback to students on their progress. Graded work is returned to students late. Does not always take full responsibility for student failure, allowing large numbers of students to fail. Does not use small group and 1:1 support strategically. 	<ul style="list-style-type: none"> Does not provide timely, fair, accurate, and constructive feedback to students on their progress. Graded work is returned very late or not at all, and the teacher does not grade an adequate number of assignments. Does not always take full responsibility for student failure, allowing large numbers of students to fail and/or lowering expectations to let student



				pass too easily. Blames students for failure.
Students' Level of Growth	• 80% or more of students meet growth targets on NWEA MAP assessment.	• 75% of students meet growth targets on NWEA MAP assessment.	• 65% of students meet growth targets on NWEA MAP assessment.	• Less than 65% of students meet growth targets on NWEA MAP assessment.

COMMENTS ON ADAPTING INSTRUCTION AND ASSESSMENT

Strengths:

Areas for Growth and Action Plans:

CURRICULUM	Advanced	Proficient	Working Towards/Fair	Needs Improvement
Intellectual Prep	Serves as model/leader for other teachers in GLT meetings	Actively participates in GLT meetings	Inconsistent engagement in GLT meetings	Isn't fully engaged in GLT meetings
Lesson Prep	<ul style="list-style-type: none"> • Lessons are clearly aligned with the objectives that are outlined in the curriculum. • All objectives are student centered, measurable, attainable, and challenging. • Lessons are highly detailed, with scripted questions, anticipated challenges, and interspersed checking for understanding. 	<ul style="list-style-type: none"> • Lessons are aligned with the content and skill objectives that are outlined in the curriculum. • Most objectives meet all of the following criteria: student centered, measurable, attainable, and challenging. • Lessons are detailed, with some scripted questions, and interspersed checking for understanding. 	<ul style="list-style-type: none"> • Lessons are inconsistently aligned with the content and skill objectives that are outlined in the curriculum. • Objectives consistently fail to meet one of the following criteria: student-centered, measurable, attainable, and challenging. • Lessons have a basic outline of activities with no scripted questions or 	<ul style="list-style-type: none"> • Lessons are regularly not aligned with the content and skill objectives that are outlined in the curriculum. • Objectives consistently fail to meet one of the following criteria: student-centered, measurable, attainable, and challenging. • Lessons are superficial and incomplete. • Goals and objectives are not being satisfied

	<ul style="list-style-type: none"> Goals and objectives are always being satisfied through the lesson's activities. All activities and objectives are well aligned 	<ul style="list-style-type: none"> Goals and objectives are frequently being satisfied through the lesson's activities. Activities and objectives are well aligned 	<p>interspersed checking for understanding.</p> <ul style="list-style-type: none"> Goals and objectives are inconsistently being satisfied through the lesson's activities. Activities are not always aligned with objectives 	<p>through the lesson's activities.</p> <ul style="list-style-type: none"> Activities and objectives are not aligned
Lesson Materials	<ul style="list-style-type: none"> All student materials are always rigorous, attractive, error-free, and conducive to high-quality work. 	<ul style="list-style-type: none"> Most student materials are rigorous, attractive, error-free, and conducive to high-quality work. 	<ul style="list-style-type: none"> Student materials are inconsistently rigorous, attractive, error-free, and conducive to high-quality work. 	<ul style="list-style-type: none"> Student materials consistently fail to meet more than one of the following criteria: rigor, attractiveness, error free, and conducive to high-quality work.
Modification of Material for Students with Special Needs	<ul style="list-style-type: none"> Always makes necessary curriculum modifications for students with special needs, communicating frequently with the learning specialist(s). Assumes full responsibility for student achievement and seeks innovative ways to support them. 	<ul style="list-style-type: none"> Usually makes necessary curriculum modifications for students with special needs, communicating regularly with the learning specialist(s). Assumes full responsibility for supporting all students. 	<ul style="list-style-type: none"> Inconsistently makes curriculum modifications for students with special needs and inconsistently communicates with the learning specialist(s). Does not always assume full responsibility for supporting all students. 	<ul style="list-style-type: none"> Does not make necessary curriculum modifications for students with special needs and/or does not communicate with the learning specialist(s). Fails to assume full responsibility for supporting all students.

COMMENTS ON CURRICULUM

Strengths:

Areas for Growth and Action Plans:

CLASSROOM MANAGEMENT	Advanced	Proficient	Working Towards	Needs Improvement
Classroom Tone: Strong Voice and Positive Framing	<ul style="list-style-type: none"> The tone of classroom is always efficient, respectful, joyful and positive, creating a “Warm/Strict” environment. Frequently implements “Positive Framing” by narrating positive student behaviors (rather than calling out the negative) and using praise, challenge and talking aspiration to motivate the students instead of narrating what not to do. Ratio of positive comments to redirection exceeds 7:1. Always builds ownership with “Strong Voice” using economy of language, quiet power, do not talk over, square up/stand still, and nonverbal authority. 	<ul style="list-style-type: none"> The general tone of the classroom is efficient, respectful, joyful and positive, creating a generally “Warm/Strict” environment. Implements “Positive Framing” by narrating positive student behaviors (rather than calling out the negative) and using praise, challenge and talking aspiration to motivate the students instead of narrating what not to do. Ratio of positive comments to redirection averages 7:1. Often builds ownership with “Strong Voice” using economy of language, quiet power, do not talk over, square up/stand still, and nonverbal authority. 	<ul style="list-style-type: none"> The general tone of the classroom is inconsistent in efficiency, respectfulness, joyfulness and positivity. Sometimes narrates negative student behaviors OR inconsistently uses praise, challenge or aspiration to motivate students instead of narrating what not to do. Ratio of positive comments to redirection is less than 7:1. Rarely builds ownership with “Strong Voice” using economy of language, quiet power, do not talk over, square up/stand still, and nonverbal authority. 	<ul style="list-style-type: none"> The general tone of classroom is inefficient, disrespectful, blaming and/or negative. Does not use “Positive Framing”, and does not work to motivate students Redirection exceeds number of positive comments. Does not use h “Strong Voice”, economy of language, quiet power, do not talk over, square up/stand still, and nonverbal authority.

<p>Alignment with School Culture</p>	<ul style="list-style-type: none"> • School Agreements, IPS Core Values, and expectations for behavior are clearly enforced and emphasized. • Implements a multitude of management strategies so well that students are empowered to effectively drive their own learning. 	<ul style="list-style-type: none"> • School Agreements, IPS Core Values, and expectations for behavior are mostly enforced and emphasized. • Implements several management strategies well so that the students are beginning to drive their own learning. 	<ul style="list-style-type: none"> • School Agreements, IPS Core Values, and expectations for behavior are enforced and emphasized but with mixed effectiveness. • Implements management strategies but with mixed effectiveness. Student behaviors can distract learning. 	<ul style="list-style-type: none"> • Does not enforce or emphasize School Agreements, IPS Core Values, and expectations for behavior • Management strategies are generally not employed or employed ineffectively & classroom learning suffers from a lack of management.
<p>Classroom Procedures and “What to Do”</p>	<ul style="list-style-type: none"> • There is always a prompt start, smooth finish to class. • The classroom runs like clockwork, and students seem routinized to all procedures. • Hallway transitions are a model of respect and efficiency. • Gives “What to Do” directions that are specific, concrete, sequential, and observable. 	<ul style="list-style-type: none"> • There is usually a prompt start, a smooth finish to class. • The classroom runs efficiently, and students seem routinized to all procedures. • Hallway transitions are smooth, respectful and efficient. • Gives “What to Do” directions that are specific, concrete, sequential, and observable, but sometimes the directions need to be rephrased. 	<ul style="list-style-type: none"> • The class may not have a prompt start or a smooth finish. • Some classroom routines are efficient, while others are not, causing a lack of flow in the classroom. • Hallway transitions are not consistently smooth, respectful and efficient. • Sometimes gives directions that are not specific, concrete, sequential and/or observable. . 	<ul style="list-style-type: none"> • The classroom does not have a prompt start or a smooth finish. • There are no clear routines OR routines are poorly executed, causing a lack of flow in the class. • Hallway transitions are inefficient, disrespectful and/or noisy. • Gives directions that are vague and difficult to follow/understand.

<p>Level of On Task Behavior and 100%</p>	<ul style="list-style-type: none"> • In a lesson, all students are on task at all times, and there are no side conversations. • The teacher always notices and addresses off-task behavior. • If a student moves off task, teacher immediately addresses the student always using the least invasive form of intervention and without major adjustments to the pace of instruction. 	<ul style="list-style-type: none"> • In a lesson, nearly all students are on task at all times, and there are few, if any side conversations. • The teacher usually notices and addresses off-task behavior. • If a student moves off task, teacher immediately addresses the student frequently using the least invasive form of intervention. 	<ul style="list-style-type: none"> • In a lesson, 80% of students are consistently on task. • The teacher does not always notice AND/OR address off-task behavior • The teacher does not consistently use the least invasive form of intervention. 	<ul style="list-style-type: none"> • In a lesson, fewer than 80% of students are on task. • The teacher usually does not notice off-task behavior AND/OR address off task behavior. • The teacher does not use the least invasive form of intervention, and much class time is wasted with efforts to refocus the class.
<p>Ability to Refocus a Class and “Do It Again”</p>	<ul style="list-style-type: none"> • Always recognizes the need to refocus a class. • Successfully uses “Do It Again” when appropriate, and moments of “Do It Again” are always positive and end in success. • There is little recognizable need for “Do It Again” because there is 100% student ownership. 	<ul style="list-style-type: none"> • Usually recognizes the need to refocus a class. • Successfully uses “Do It Again” when appropriate, and moments of “Do It Again” are usually positive and end in success. • There is only an occasional need for “Do it Again” because student ownership is developing consistently. 	<ul style="list-style-type: none"> • Inconsistently recognizes the need to refocus a class and may allow problems to escalate. • Does not always use “Do It Again” when appropriate, and/or moments of “Do It Again” do not always end in success. 	<ul style="list-style-type: none"> • Demonstrates an inability to recognize when a class needs to be refocused and/or lets problems escalate. • Use of “Do It Again” escalates problems rather than refocuses students.

<p>Dealing with Challenging Situations and Students</p>	<ul style="list-style-type: none"> • Always deals appropriately with challenging situations and students without derailing the learning process. • Deftly applies elements of “Strong Voice” to address challenges. • Does not ever engage in student excuses/distractions during redirection of student misbehavior. Always follows up with student at an appropriate time. • Students nearly always respond respectfully to redirection as a sign of a strong relationship built on trust and mutual respect. • Always knows when and how to diffuse situations with students and/or when to involve school leaders. 	<ul style="list-style-type: none"> • Normally deals in an appropriate way with challenging situations and students. • Applies elements of “Strong Voice” to address challenges. • Rarely engages student excuses/distractions during correction of student misbehavior. Usually follows up with student at an appropriate time. • Students usually respond respectfully to redirection as a sign of a strong relationship built on trust and mutual respect. • Usually knows when and how to diffuse these situations and/or when to involve school leaders. 	<ul style="list-style-type: none"> • Does not consistently deal in an appropriate way with challenging situations and students. • Inconsistently applies elements of “Strong Voice” and students do not comply. • Sometimes engages in student excuses/distractions during correction of student behavior. Sometimes follows up with student at an appropriate time. • Students inconsistently respond respectfully. • Does not always know when and how to diffuse these situations, sometimes escalating problems. The teacher may be too reliant on or does not utilize school leaders. 	<ul style="list-style-type: none"> • Has difficulty dealing with challenging situations and students AND/OR does not deal with them appropriately. • Does not apply elements of “Strong Voice” and students do not respond respectfully and/or do not comply. • Often engages in student excuses/distractions during correction of student behavior. Rarely follows up with student.. • Students do not respond respectfully to redirection, resulting in escalated problems which cause an unsafe or off-task learning environment. • Over-reliant on or does not involve school leaders at appropriate times.
<p>CLASSROOM MANAGEMENT</p>	<p>Advanced</p>	<p>Proficient</p>	<p>Working Towards</p>	<p>Needs Improvement</p>

<p>Relationships with Students</p>	<ul style="list-style-type: none"> • Creates a climate of caring in the classroom by addressing students in a respectful and positive manner. • Positive relationships with students support learning in the classroom. • Demonstrates open concern and develops a sense of responsibility for students' academic and personal growth. Teacher demonstrates that s/he will not give up on students. 	<ul style="list-style-type: none"> • Addresses students in a respectful and professional manner. • Positive relationships with students usually support learning in the classroom. • Willing to go above and beyond to help students. 	<ul style="list-style-type: none"> • Does not consistently address students in a professional manner • Fails to establish positive relationships with students that support learning. 	<ul style="list-style-type: none"> • Does not address students in a professional manner. • Relationships with students are inappropriate. Explanation:
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COMMENTS ON CLASSROOM MANAGEMENT

Strengths:

Areas for Growth and Action Plans:

PROFESSIONALISM	Advanced	Proficient	Working Towards	Needs Improvement
Relationships with Families	<ul style="list-style-type: none"> Communicates regularly and often with families to inform them of the instructional program, as well as shares observations about the emotional and social development of the students. Makes frequent, usually proactive phone calls, keeping parents informed of successes and struggles. Ratio is two positive calls for every concern call. Returns all phone calls from families within 24 hours. 	<ul style="list-style-type: none"> Communicates frequently with families to inform them of the instructional program and student progress. Makes regular, sometimes pro-active phone calls, keeping parents informed of successes and struggles. Ratio is one positive phone call for each concern call. Returns most phone calls from families within 24 hours. 	<ul style="list-style-type: none"> Communicates sporadically with families to inform parents of the instructional program and student progress. Makes infrequent phone calls, keeping parents informed of successes and struggles OR phone calls are usually reactive. Infrequently makes positive calls. Does not consistently return phone calls from families within 24 hours. 	<ul style="list-style-type: none"> Makes little or no attempt to inform families of student progress. Rarely makes phone calls to parents. Only makes concern calls. Does not regularly return phone calls to parents.
Relationships with Colleagues/ School	<ul style="list-style-type: none"> Relationships with colleagues are extremely positive, collaborative, and generous. Assumes leadership among colleagues, often supporting them and engaging in professional exchange. Exerts a positive influence on the entire faculty. 	<ul style="list-style-type: none"> Relationships with colleagues are positive and collaborative. Regularly engages in professional exchange with colleagues. Upbeat, positive and does not complain often. Often models IPS Core Values. 	<ul style="list-style-type: none"> Relationships with colleagues are uneven, and collaboration is not consistently evident. Occasionally engages in professional exchange with colleagues. Can be negative and or complain about school, job, and kids. Frequently models IPS Core Values. 	<ul style="list-style-type: none"> Relationships with colleagues negatively affect the working environment, and collaboration is not evident. Rarely engages in professional exchange with colleagues. Complains frequently and is negative about the school/job/kids.

	<ul style="list-style-type: none"> Models all IPS Core Values regularly. 			<ul style="list-style-type: none"> Doesn't model IPS Core Values.
Additional Contributions and Responsibilities	<ul style="list-style-type: none"> Puts in an extraordinary amount of time and effort to contribute to student and school success. Independently assumes additional responsibilities when necessary and demonstrates leadership. Always willing to lead and /or pitch in with events or other school needs. 	<ul style="list-style-type: none"> Puts in extra time and effort to contribute to student and school success. Often assumes additional responsibilities when necessary, especially when asked. Willing to pitch in and help with events or school needs. 	<ul style="list-style-type: none"> Puts in sufficient time and effort to contribute to student and/or school success. Occasionally assumes additional responsibilities. 	<ul style="list-style-type: none"> Puts in minimal time and effort to contribute to student and school success. Does not assume additional responsibilities.
Timeliness (School Day, Classes, Meetings)	<ul style="list-style-type: none"> Always punctual for the school day, scheduled classes/pick-up times, and/or meetings. 	<ul style="list-style-type: none"> Usually punctual for the school day, scheduled classes/pick-up times, and/or meetings. 	<ul style="list-style-type: none"> Inconsistently punctual for the school day, scheduled classes/pickup times, and/or meetings. 	<ul style="list-style-type: none"> Rarely on time for the school day, scheduled classes/pick-up times, and/or meetings.
Urgency	<ul style="list-style-type: none"> Always communicates a tangible, calm sense of urgency in tone, movement, intensity, enthusiasm and preparation. 	<ul style="list-style-type: none"> Mostly communicates a calm sense of urgency (tone, movement, intensity, enthusiasm and preparation). 	<ul style="list-style-type: none"> Inconsistently communicates a calm sense of urgency (tone, movement, intensity, enthusiasm and preparation). 	<ul style="list-style-type: none"> Fails to communicate a calm sense of urgency (tone, movement, intensity, enthusiasm and preparation).
Ability to Meet Deadlines	<ul style="list-style-type: none"> Always meets deadlines for attendance, lesson plans, progress reports, and/or report cards, as well as assessment analysis/reflections. 	<ul style="list-style-type: none"> Usually meets deadlines for attendance, lesson plans, progress reports, and/or report cards as well as assessment analysis/reflections. 	<ul style="list-style-type: none"> Inconsistently meets deadlines for attendance, lesson plans, progress reports, and/or report cards, as well as assessment analysis/reflections. 	<ul style="list-style-type: none"> Consistently does not make deadlines for attendance, lesson plans, progress reports, and/or report cards as well as assessment analysis/reflections.

Organization	<ul style="list-style-type: none"> Always ensures google drive folder is organized, up-to-date and replicable Always ensures faculty webpage is current, relevant, and professional. 	<ul style="list-style-type: none"> Usually ensures google drive folder is organized, up-to-date and replicable Usually ensures faculty webpage is current, relevant, and professional. 	<ul style="list-style-type: none"> Inconsistently ensures google drive folder is organized, up-to-date and replicable Inconsistently ensures faculty webpage is current, relevant, and professional. 	<ul style="list-style-type: none"> Doesn't ensure google drive folder is organized, up-to-date and replicable Doesn't ensure faculty webpage is current, relevant, and professional.
Professional Stance	<ul style="list-style-type: none"> Dress always models professional attire. Attitude is optimistic and respectful of students, families, colleagues, and school leaders. Always optimistic during faculty meetings and participates actively. Never uses cell phone during sacred class, professional development time or when responsible for student supervision (except in the case of an emergency). 	<ul style="list-style-type: none"> Dress is professional. Attitude is respectful of students, families, colleagues, and school leaders. Professional during faculty meetings and participates often. Never uses cell phone during sacred class, professional development time or when responsible for student supervision (except in the case of an emergency). 	<ul style="list-style-type: none"> Dress is mostly professional. Attitude is inconsistently professional with students, families, colleagues, and/or school leaders. Sometimes disengaged in faculty meetings and/or participates infrequently. Sometimes uses cell phone during sacred class, professional development time or when responsible for student supervision. 	<ul style="list-style-type: none"> Dress is not professional. Attitude is negative, inappropriate, and/or disrespectful to students, families, colleagues, and school leaders. Usually disengaged in faculty meetings and does not participate frequently. Uses cell phone during inappropriate times.

COMMENTS ON PROFESSIONALISM

Strengths:

Areas for Growth and Action Plans:

PROFESSIONAL DEVELOPMENT	Advanced	Proficient	Working Towards	Needs Improvement
Professional Development Participation and Implementation	<ul style="list-style-type: none"> Has a leadership presence in professional development workshops. Actively seeks out and implements professional development strategies in his/her classroom. Successfully and quickly implements strategies presented in PD in plans and classroom practice. Actively supports other teachers in their developed expertise. 	<ul style="list-style-type: none"> Actively participates in professional development workshops. Actively seeks out and implements professional development strategies in his/her classroom. Successfully implements strategies presented in PD in plans and classroom practice. 	<ul style="list-style-type: none"> Sometimes participates actively in professional development workshops. Occasionally seeks out and implements professional development strategies in his/her classroom. Sometimes implements strategies presented in PD, but does so inconsistently in plans. 	<ul style="list-style-type: none"> Not an active participant in professional development workshops. Does not take steps to seek out or utilize professional development strategies. Rarely implements new strategies presented in PD.
Openness to Feedback	<ul style="list-style-type: none"> Consistently seeks leader's and other faculty members' support at appropriate times. Eagerly reflects upon and responds to feedback with openness and a commitment to continuous improvement. 	<ul style="list-style-type: none"> Frequently seeks leader's and other faculty members' support at appropriate times. Reflects upon and responds to feedback with openness. Implements feedback from school leaders. 	<ul style="list-style-type: none"> Seeks leader's and other faculty member' support infrequently, or not at appropriate times Inconsistently reflects upon and responds to feedback OR does not always have an open attitude. 	<ul style="list-style-type: none"> Does not seek leader's or faculty members' support at necessary times. Does not reflect upon or respond to feedback AND does not accept feedback with openness.

	<ul style="list-style-type: none"> • Immediately implements feedback from school leaders. • Actively contributes thoughtful, constructive, solutions-oriented, values-aligned feedback to school leaders and colleagues to ensure we meet our collective mission. 	<ul style="list-style-type: none"> • Frequently contributes thoughtful, constructive, solutions-oriented, values-aligned feedback to school leaders and colleagues to ensure we meet our collective mission. 	<ul style="list-style-type: none"> • Does not implement feedback from school leaders in a timely or consistent manner. • Inconsistently contributes feedback to school leaders and colleagues or contributes feedback that isn't always thoughtful, constructive, solutions-oriented or values-aligned. 	<ul style="list-style-type: none"> • Does not implement feedback from school leaders. • Doesn't provide feedback and/or doesn't provide feedback that is thoughtful, constructive, solutions-oriented or values-aligned.
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COMMENTS ON PROFESSIONAL DEVELOPMENT

Strengths:

Areas for Growth and Action Plans:

Classroom Instructor Reflection Form

After reflecting on my evaluation...

I am pleased about:

I plan to work on the following goals:

I have questions about or could use assistance with:



Classroom Instructor Signature

Date

School Leader Signature

Date



IMPACT

PUBLIC SCHOOLS

Impact | Renton
Attachment 23 (Section 22)

Contents:

- Professional Development Schedule
 - PD Description
 - PD Modules
 - Sample PD Agenda for Impact Institute

Attachment 23: Professional Development Description and Schedule

IPS professional development occurs weekly on Fridays, and during focused, extended windows periodically throughout the year (including August). In addition, teachers have common planning times twice per week where they collaborate to analyze student data, score student work, and plan upcoming projects.

PD at Impact adds up to 57 days and over 300 hours of professional development each school year. The following table outlines general modules with relevant resources, organizers and time. All of these modules are covered (in some depth) during the summer prior to school opening. These modules serve as the building blocks for a formalized summer professional development schedule. A sample schedule for the “induction period” (referred to as Impact Institute) can be found following the modules. This schedule provides a detailed description of what is addressed during Impact Institute and how teachers are prepared to deliver key instructional components of the education model with a DEI lens. To ensure that faculty are adequately prepared to deliver some of the unique program elements, some external PD partners are included in this induction period. Through partnering with content experts (see Math Problem Solving with Dr. Stephanie Smith and Brave Solidarity with Cheyenne Batista from Center for Racial Justice in Education), IPS can ensure the highest caliber of learning is happening for all faculty.

Professional Development Modules

Module	Sample Resources	Leader/Organizer	Time
Mission, Vision & Values, Community Context	School mission, educational philosophy, visits to community sites, panels of community members and families	CEO, Principal	Summer
Diversity, Equity & Inclusion	Quarterly book studies: Between the World and Me, ¹ Schooltalk, ² and Other People’s Children. ³	CEO, CFO/COO, Principal	Summer, Fall, Winter, Spring
Learning Science	Book study: Why Don’t Students Like School. ⁴	Principal	Summer
Mentorship & Relationships	Book studies: Our Kids: Building Relationships in the Classroom ⁵ and Fostering Resilient Learners ⁶	Principal, SEL Leads	Summer, Fall, Winter, Spring

Personalized Learning and Data-Driven Instruction	Leverage Leadership ⁷ , Data Dashboard	Principal, Teacher Leaders	Summer, Fall, Winter, Spring
Instructional Practices: 1:1 Conferences	Teachers College Reading and Writing Project ⁸	Principal, Teacher Leaders	Summer, Winter
Deeper Learning Skills: Project Based Learning	Book study of Transforming Schools ⁹ , and protocols reviewing student work	Principal	Summer, Fall
Habits of Leadership (SEL and DEI skills)	Valor Collegiate Academy Compass Program, ¹⁰ Character Lab ¹¹	Principal, SEL Leads	Summer, Winter
Fountas & Pinnell Assessment (K-5)	F&P Assessment Kit ¹²	Principal, CAO	Summer, Fall, Winter, Spring
Restorative Justice	Book study of The Restorative Practices Handbook ¹³ and practice simulations.	CEO, Principal, SEL Leads	Summer, Fall, Winter, Spring
Culturally Responsive Literacy Instruction and Responsive Classroom Environment	The Center for Culturally Responsive Teaching and Learning or similar	Tatiana Epanchin (Board Member)	Summer
GLAD	Project GLAD ¹⁴	Principal	Summer, Fall, Winter, Spring
Violence Prevention, First Aid, and School Safety Plan Training	OSPI School Safety Center ¹⁵	True Measure Collaborative Program Manager and Red Cross	Summer, Fall, Winter, Spring
Safety & Child Abuse Training	True Measure Collaborative	True Measure Collaborative Program Manager	Summer

Retirement and Benefits	DRS materials	Department of Retirement Services representative	Summer
Schoolwide Operations and Systems; Communicating with Families	IPS Staff Handbook; IPS Family Handbook	Principal, Director of Operations	Summer
Faculty Culture	Book study of Tribal Leadership. ¹⁶	Principal	Summer

¹ Coates, T. (2016). *Between the world and me*. Waterville, ME: Thorndike Press, a part of Gale Cengage Learning.

² Pollock, M. (2017). *Schooltalk: Rethinking what we say about--and to--students every day*. New Press, The.

³ Delpit, L. D. (1995). *Other people's children: Cultural conflict in the classroom*. New York: New Press.

⁴ Willingham, D. T. (2009). *Why don't students like school?: A cognitive scientist answers questions about how the mind works and what it means for the classroom*. San Francisco, CA: Jossey-Bass.

⁵ Bowen, C. (2008). *Our kids: Building relationships in the classroom*. Denver, CO: Outskirts Press.

⁶ Souers, K., & Hall, P. A. (2016). *Fostering resilient learners: Strategies for creating a trauma-sensitive classroom*. Alexandria, VA: ASCD.

⁷ Bambrick-Santoyo, P., & Peiser, B. M. (2012). *Leverage leadership: A practical guide to building exceptional schools*. San Francisco: Jossey-Bass.

⁸ Columbia University. (n.d.). Teacher's College Reading and Writing Project. Retrieved from <http://readingandwritingproject.org/>

⁹ Lenz, B., Wells, J., & Kingston, S. (2015). *Transforming schools using project-based learning, performance assessment, and common core standards*. San Francisco, CA: Jossey-Bass. ¹⁰ Valor Collegiate Academies. (n.d.). *Balanced education*. Retrieved March, 2017, from <http://valorcollegiate.org/why-were-unique/balanced-education/>

¹¹ Character Lab. (n.d.). Retrieved March, 2017, from <https://characterlab.org/>

¹² Fountas & Pinnell Literacy. (n.d.). *Fountas & Pinnell Benchmark Assessment System*. Retrieved from <https://www.fountasandpinnell.com/assessment/>

¹³ Costello, B., Wachtel, J., & Wachtel, T. (2009). *The restorative practices handbook: For teachers, disciplinarians and administrators*. Bethlehem, PA: International Institute for Restorative Practices. disciplinarians and administrators. Bethlehem, PA: International Institute for Restorative Practices.

¹⁴ BE GLAD LLC. (n.d.). Project GLAD. Retrieved from <http://begladtraining.com/>

¹⁵ Office of Superintendent of Public Instruction. (n.d.). Conferences, Trainings and Professional Development. Retrieved from <http://www.k12.wa.us/safetycenter/Training/default.aspx>

¹⁶ Logan, D., King, J., & Fischer-Wright, H. (2011). *Tribal leadership: Leveraging natural groups to build a thriving organization*. New York: Harper Business.

Impact Institute Sample Agenda

P.D. Objectives (New Faculty):

- Faculty will understand and embrace ownership of the mission and vision for IPS for the school year.
- Faculty will understand and experience each of the IPS Core Values.
- Faculty will understand and be prepared to implement IPS curriculum basics.
- Faculty will learn about the strengths of the community, connect with IPS families and be ready to welcome students on day one.
- Faculty will know they are supported and have a clear understanding of IPS Leadership Team roles as well as Lead Teacher, Teacher, and Teacher Fellow roles and responsibilities.

P.D. Objectives (All Faculty):

- Faculty will understand and embrace ownership of the mission and vision for IPS for the school year.
- Faculty will recommit to and practice each of the IPS Core Values.
- Faculty will build team and trust with all new and returning staff members.
- Faculty will deeply internalize the culture and effort goals for the first 6 weeks and practice excellent execution.
- Faculty will practice using new data protocols
- Faculty will work in GLTs to internalize and prepare for the first 2 weeks of school.
- Faculty will be crystal clear on their specific role and their daily expectations

Adult Learning Beliefs:

- We believe adults learn best when they understand the “why.” All sessions will include rationale and objectives that help adults understand why the specific PD is an important use of their time.
- We believe that adults learn best when they are intellectually stimulated. When applicable we will bring in academic articles/ adult practice that will push participants intellectually and help build their content knowledge.
- We believe that adults learn best when they are able to watch best practices modeled. When applicable sessions will include best practice models with opportunities for adults to reflect on best practices.
- We believe that adults learn best when they are given opportunities to practice. Teaching is a performance profession and teaching will get better when adults have multiple at bats to practice before they are in front of kids. All sessions on academic components and classroom management will include opportunities to practice planning and/or execution.
- We believe in multiple forms of feedback. We believe that adults can and must grow everyday to become excellent and that feedback will accelerate that growth. During all sessions, adults will receive in the moment and/or end of session feedback on their practice. Leaders need feedback as well and each day of PD we will have a feedback survey that provides opportunities for all faculty members to give feedback.
- We believe that reflection helps solidify learning and growth. Each session will end with an opportunity for reflection and all faculty members will have reflection journals to house written reflections.

MONDAY, AUGUST 5TH, 9AM-4:30PM

**Welcome to Impact | PSE
Leader**

Key Objectives/ Work Products:

- New faculty members understand the mission, vision and history of IPS and the WA State charter sector
- New faculty build team and understand how SEL work and Circle build community and team within classroom communities and faculty communities.

Homework for Tuesday 8.6: Read handout pages 1-47 of “Every Student, Every Day”

[Day 1 Slides](#)

Time	Session Title	Leader
9:00	Welcome & Intros (AK)	Emma
9:15	Team Builder (AK)	Emma
9:45	Norms + Overview of the Week	Emma
10:00	Core Values Highlight: Team WA - The State of Education in WA + WA Charters History + Mission and Vision of IPS	Jen + Kristen
10:45	Model Overview	Abby
11:15	Introduction to Circle (AK)	Abby
11:45	Faculty Circle (AK + SM)	Abby
12:30	Lunch (OYO) (AK + SM)	
1:15	Circle Con't	Abby
2:50	Lead your first Mini-Circle!	Abby
3:50	Operations Information - Computers, Keys, & Building Access	Amy
4:00	Reflection, Feedback and Survey	Emma
4:15	I-9 Form Completion with Amy/Kristen	Amy/Kristen

TUESDAY, AUGUST 6TH, 9:00AM-3:30PM
Intro to IPS Culture

Key Objectives/ Work Products:

- New faculty members understand the vision for school culture at IPS.
- New faculty members understand and practice classroom management systems at IPS and create **their basic day 1 directions for a few student routines.**

[Day 2 Slides](#)

Time	Session Title	Leader
8:15	IPS Leadership Team Makes Breakfast! Breakfast Tacos (please sign up!) <ul style="list-style-type: none"> ● Tortillas - Jen ● Eggs- Kristen ● Hot sauce - Jen ● Cheese- Amy ● Sausage/chorizo/bacon- Alex ● Tomatoes- Amy ● Beans - Jen ● Avocado - Emma ● Salsa - Emma Other: <ul style="list-style-type: none"> ● Starbucks carrier coffees (bring in tea & Keurig) Abby Who: <ul style="list-style-type: none"> ● Emma, Amy, Alex, Jen, Kristen, Abby 	All
9:00	Welcome & Review Norms	Emma
9:00	Core Values Highlight- Intention: Student Culture Mindsets	Abby and Emma
9:45	Introduction to Student Culture + Classroom Management at IPS (AK + SM)	Abby + Emma
11:30	Lunch + I-9 Check In (OYO)	Amy
12:30	Community Builder: Great Wind Blows (AK+SM)	Jen
12:45	Student Culture Practice	Abby and Emma
3:00	Reflection, Feedback/Survey, and Pre-Work Reminder (Reading)	Emma

WEDNESDAY, AUGUST 7TH, 9AM-4:00PM
Everyone Grows and Literacy Studio

Key Objectives/ Work Products:

- New faculty members understand the value of feedback and feedback norms at IPS
- New faculty members internalize the everyone grows rubric
- New faculty members understand the key components of Literacy Studio
- New Faculty members see, plan and practice guided reading
- In small groups, new faculty members **create their own GR plan.**

[Day 3 Slides](#)

Time	Session Title	Leader
8:00	IPS Team Office Hours - Optional	
9:00	Welcome & Review Norms	Emma
9:15	<u>Core Values Highlight: Everyone Grows- the value of feedback</u>	Emma
10:00	<u>Everyone Grows Rubric Overview</u>	Emma
10:30	<u>Guided reading @ IPS</u>	Abby Alex + Emma (Feedback)
12:15	Lunch (OYO)	
1:00	Community Builder: Everyone Grows Focus	Amy
1:15	<u>Guided Reading @ IPS</u> + Includes planning practice and Best practice Model + Execution practice	Abby Alex + Emma (Feedback)
2:45	<u>Approach to Community & Family Engagement</u> Founding Parent Panel: Grizel, Emily, Carlo's mom, AA parent <ul style="list-style-type: none"> ● What does Impact mean to you? ● <u>Questions</u> 	Emma + Jen
3:45	Reflection, Feedback and Survey	Emma

THURSDAY, AUGUST 8TH, 9AM-3:00PM**Literacy Day 2 and Intro to MATH****Key Objectives/ Work Products:**

- New faculty members practice _____ (Something about the Brave solidarity scenario work)
- New faculty members understand the key components of Math studio
- New Faculty members see, plan and practice read aloud at IPS
- New Faculty members, see, okan and practice Math Routines at IPS.
- In small groups, new faculty members **create their own read aloud plan.**

Time	Session Title	Leader
8:00	IPS Team Office Hours - Optional	
9:00	Welcome & Review Norms	Emma
9:15	Core Value Highlight: Brave Solidarity	Emma
10:00	Read Aloud @ IPS <ul style="list-style-type: none">• Includes main idea practice, planning practice and video model	Abby Alex + Emma (Feedback)
12:00	Lunch (OYO)	
1:00	Community Builder: Brave Solidarity Focus (AK)	Alex
1:15	Read Aloud: Small Group Practice	Abby
2:00	LOGISTICS <ul style="list-style-type: none">• Hours• Schedule• Calendar• Building tour• Plan for the next 2 weeks	Abby, Emma and Amy
2:45	Q and A	Emma and Amy
3:00	Reflection, Feedback and Survey	Emma

Friday, AUGUST 9th, 8:15AM-5PM
Math Day 2: Problem Solving with Stephanie Smith

Key Objectives/ Work Products:

- New faculty members understand the rationale for Problem solving work and build math knowledge.
- New faculty members celebrate week 1 @ happy hour!

Time	Session Title	Leader
8:00	IPS Team Office Hours - Optional	
8:15	Welcome & Review Norms	Emma
8:30	Problem Solving with Stephanie Smith	Dr. Smith
12:00	Lunch (OYO)	
12:30	Problem Solving with Stephanie Smith	Dr. Smith
3:30	Preparing for week 2	Emma
3:45	Reflection, Feedback and Survey	Emma
4:30	I PSE Snacks and Happy Hour- Returners Invited- Play Big	Amy

Monday, AUGUST 12th, 8:00AM-4:45PM
Year 2 Goals and IPS Adult Culture

Key Objectives/ Work Products:

- Faculty will understand and embrace ownership of the mission and vision for I|PSE for the 2019-2020 school year and deeply internalize the yearly goals.
- Faculty will build team and trust with all new and returning staff members.
- Faculty work together to **build the adult culture norms for year 2**
- Faculty understand professionalism expectations for year 2
- Faculty increase DEI knowledge through a Parent panel on cultural norms

[Day 1](#)

Time	Session Title	Leader
8:00	Welcome and Team Builder (AK+SM) <ul style="list-style-type: none"> - Something awesome TBD - <u>Faculty Bingo</u> or Speed Dating 	Emma
8:30	Agenda Overview and PD Goals (AK + SM)	Emma + Jen
8:45	<u>Core Value Highlight</u> : Everyone Grows and Bold Ambitions (AK + SM) <ul style="list-style-type: none"> ● State of the schools + History of Us ● IPS Goals - Jen ● I PSE year 2 goals 	Emma
9:45	Show Up: Adult Culture Norms 2.0 Team Co-Creation (AK + SM)	Emma
11:30	Lunch (Provided) (AK + SM) <ul style="list-style-type: none"> ● Parents as teachers: Ethiopian lunch @ Star Cafe 	Jen and Mihret
1:45	Energizer	Jessica
2:00	We Grow Together: <u>Difficult Conversations scenarios</u> and Practice (AK)	Emma
3:30	We Show Up: Adult Culture + Expectations <ul style="list-style-type: none"> ● Language and mindsets ● Professional Dress ● Timeliness ● Communication Norms ● Social Media Norms ● Time Off + Coverage 	Emma + Amy
4:00	Operations Information-- <u>Classroom Beautification</u> <ul style="list-style-type: none"> ● College Pennant ● Floor Map ● Per Class Budget 	Amy

	<ul style="list-style-type: none"> • Requests for Ordering 	
4:30	Reflection, Feedback and Survey - Waivers for	

Tuesday, AUGUST 13th, 8:30AM-4:45PM IPS Retreat Day		
Key Objectives/ Work Products: <ul style="list-style-type: none"> • Faculty will understand and embrace ownership of the mission and vision for I PSE for the 2019-2020 school year and deeply internalize the yearly goals. • Faculty will build team and trust with all new and returning staff members. • Faculty members learn about year 2 SEL changes and goals • Faculty members build team through circle • Faculty members tackle the challenge of the high ropes course 		
Slides		
Time	Session Title	Leader
8:00	Welcome and Norms Review <ul style="list-style-type: none"> - Start scheduling home visits (LTs) - Fridays go together - Send whole class message to introduce themselves as lead teacher! - Share teaching partnerships - Scheduling/Parent Square 	Emma
8:45	<u>Org-Wide Goals, HO Faculty & Process for Collecting Feedback:</u> <ul style="list-style-type: none"> • Org Goals • What are the roles and responsibilities of each member of the HO Team? • Feedback: Admin team survey process. Survey after each PD. HO led the annual survey process to collect school feedback and make adjustments. • Brown Bag lunch series with Jen & Kristen. These will be optional and will focus on topics faculty said they wanted more info on: charter sector updates, charter finance 101, IPS growth plans, etc. 	Jen + Kristen
9:00	Compass Activity Resources: <ul style="list-style-type: none"> • Resource 1 • Resource 2 	Emma

	<ul style="list-style-type: none"> • Resource 3 • Self assessment 	
10:15	SEL and Circle in year 2 <ul style="list-style-type: none"> • Mentor Time Unit Launch 	Abby
11:00	Show Up: Circle	Abby
11:20	Get ready to depart right at 11:30	
11:30	Travel to Ropes Course High Trek Everett https://www.hightrekeverett.com/	
12:00	Lunch and Equipment set up @Ropes Course (Bring your own lunch)	
1:00-3:00	Show Up: ROPES COURSE	Emma and Amy
3:00-4:00	Team Debrief	Emma and Amy
4:00-6:00	OPTIONAL: Happy Hour- Buzz Inn Steakhouse	Emma and Amy

Wednesday, AUGUST 14th, 8:30AM-4:45PM Student Culture and year 2 Math		
Key Objectives/ Work Products: <ul style="list-style-type: none"> • Faculty will deeply internalize the culture and effort goals for the first 6 weeks and practice excellent execution. • Faculty will understand how to execute math routines for the first math units • Faculty will be crystal clear on their specific role and their daily expectations • *Teaching teams will be announced on the afternoon of August 14th		
Time	Session Title	Leader
8:00	Welcome & Review Norm	
8:15	Show Up: Student Culture and best effort in year 2: Nailing our first 6 week goals (AK) <ul style="list-style-type: none"> • This session includes intellectual work with our new anchor text, Every Student, Every Day • This session includes practice and feedback for all team members 	Emma
10:45	LT/T Roles and responsibilities	Emma

11:40	Lunch + Sunshine Committee Meeting (OYO Lunch)	Amy
12:30	Community Builder	Aurora
12::40	Core Value Highlight: Everyone Grows Review updates to everyone grows rubric + Launch Coaching Structures	Emma
1:10	Calendar, Schedule, Scope and Sequence Review for Year 2	Abby
1:35	Math in year 2: Best effort in Math Routines <ul style="list-style-type: none"> Standards + Curriculum review (25 min) Count around the room model + debrief (25 min) Question of the day model and debrief (25 min) Today's Number model and debrief (25 min) Math talks video + debrief (25 min) 	Abby
4:10	Operations Information: <ul style="list-style-type: none"> Safety Protocols Mandated Reporter 	Amy
4:30	Reflection, Feedback and Survey	Emma

Thursday, AUGUST 15th, 8:00AM-4:15PM: Best effort in Math + Literacy		
Key Objectives/ Work Products: <ul style="list-style-type: none"> Faculty will learn the new data analysis protocols and analyze year 1 data Faculty see models and prepare for the first literacy units of the year Faculty will understand their role and responsibilities Note: Caitlyn @ WA Kids training		
Time	Session Title	Leader
8:00	Welcome & Review Norms	Emma
8:15	Data Analysis Protocol + Standards review	Abby
10:00	Problem Solving Model (45min) + Debrief around best effort Counting Jar Model (45 min) + Debrief around best effort	Abby
12:00	Lunch (OYO) (Dallis and Jessica meet with Abby)	
12:45	Community Builder (AK)	Sabra
1:00	Reading Workshop and ESB Unit Launches	(1/2)Emma

	<ul style="list-style-type: none"> Intellectual Prep + Practice 	and Dallis (K)Abby + Jessica
2:15	BREAK	
2:30	Narrative Writing Launch <ul style="list-style-type: none"> Intellectual Prep 	Abby + Emma
3:45	Reading Log, Homework and Attendance Accountability Systems <ul style="list-style-type: none"> How to take attendance 	Amy and Emma
4:15	Reflection, Feedback and Survey	Emma

Friday, AUGUST 16th 8:30am-4:30pm Classroom Setup		
Key Objectives/ Work Products: <ul style="list-style-type: none"> Teachers complete part 1 of the classroom set up checklist Teachers of new students build relationships through home visits 		
Time	Session Title	Leader
7:45	IPS Team Office Hours	
8:00	Welcome & Review Norms	Emma
8:15	Family/Community Engagement & Home Visit training <ul style="list-style-type: none"> Review list (no responses for scheduling) Enrollment forms FRL Boonli ParentSquare 	Emma + Amy
10:05	Classroom Set up + Home Visits (New Students Only)	Amy
12:00	Lunch (OYO)	
12:45	Classroom Set up + Home Visits (New Students Only)	Amy
3:15	Recess @ IPS and Recess Walkthrough Arrival/Dismissal	Emma, Amy and Marcus
4:15	Reflection, Feedback and Survey	

Monday, AUGUST 19th, 8:30AM-4:30PM Literacy 2.0		
Key Objectives/ Work Products: <ul style="list-style-type: none"> • 2nd grade faculty will have an introduction to the new Literature Study component • 2nd grade faculty will have time to practice planning and executing literature study and will create a lesson plan for a week 1 text. • K/1 faculty will understand and practice SFA curriculum and start of school lessons. 		
Time	Session Title	Leader
8:00	IPS Team Office Hours - Optional	
8:30	Welcome & Review Norms	Emma
9:00	K/1 Phonics with IPS Lead and 2nd grade close reading with Jenny Obiaya	Jessica (K) Dallis (1) Jenny (2nd)
12:00	Lunch (OYO)+ Optional Classroom Set Up + GLT Meeting?	
12:45	K/1 Home Visits (New students only) and 2nd grade close reading with Jenny Obiaya	Jenny
3:40	Operations Information: <ul style="list-style-type: none"> - AP/SM- Who to go to for what - Sick students-- Throw Up - How to communicate with front desk - Zello 	Amy
4:00	Closing Session	Emma
4:15	Reflection, Feedback and Survey	Emma

Tuesday AUGUST 20th, 8:00AM-4:30PM DEI Training + Classroom Setup		
Key Objectives/ Work Products: <ul style="list-style-type: none"> • Establish and commit to team norms for discussing and addressing matters of diversity, equity, and inclusion (DEI) at Impact Public Schools • Examine the history of race and racism in America and their impact on schools and children • Examine the ways in which staff identities impact student experiences • Explore concepts of privilege and Whiteness and how they surface in schools • Practice strategies for addressing issues of inequity when they surface at Impact • Understand scope and sequence for Brave Solidarity trainings throughout the year 		
Time	Session Title	

7:00	IPS Team Office Hours	
7:45	Welcome & Review Norms	
8:00	Brave Solidarity: DEI Training	Cheyenne Bautista (her TED Talk here)
12:00	Lunch (OYO)	
12:30	Brave Solidarity: DEI Training	Cheyenne Bautista
1:30	Reflection, Feedback and Survey	Dallis (Leaders in additional DEI Training until 4:30)
1:40	Classroom Set up/ Home Visits	

Wednesday, August 21nd 8:00AM-4:00PM		
Key Objectives/ Work Products: <ul style="list-style-type: none"> Teachers complete part 1 of the classroom set up checklist Teachers work in GLT to plan week 1 and submit week one plans to Emma Teachers understand the logistics for dress rehearsal Teachers of new students build relationships through home visits 		
Time	Session Title	Leader
7:30	IPS Team Office Hours	
8:00	Operations Information: <ul style="list-style-type: none"> Boonli Other Ops items Recess - whistles 	
8:00	GLT Meetings: First Week Planning	Jessica, Dallis and Emma
10:00	Classroom Set up + Home Visits (New Students Only)	Amy
12:00	Lunch (OYO)	
12:45	Classroom Set up + Home Visits (New Students Only)	Amy
3:00	Dress Rehearsal Walkthrough for all teachers	Amy and Emma

4:00	Reflection, Feedback and Survey	
------	---------------------------------	--

Thursday, August 22nd, 8:00AM-4:00PM Dress Rehearsal Prep + Preparing for Day 1		
Key Objectives/ Work Products: <ul style="list-style-type: none"> Teachers work co-teaching teams to ensure their routines are ready to go for day 1 and submit their week 1 routines document to Emma 		
Time	Session Title	
7:30	IPS Team Office Hours - Optional	
8:00	Core Value Spotlight: Bold Ambitions- 2X2 co-teacher conversations	Abby
9:00	Dress Rehearsal Practice (K only) (1,2 classroom set up) <ul style="list-style-type: none"> Practice and Feedback 	Emma (Abby and Alex Feedback)
10am	Co-Teaching Planning time for Management Walkthroughs - Routines doc due to Emma	Emma
11am	Classroom Setup	Amy
12:00	Lunch (OYO)	
12:45	Management Walkthroughs + Classroom Set up <ul style="list-style-type: none"> Practice and Feedback 	Emma
3:00	Operations Info-- Nurse training	Amy
3:45	Reflection, Feedback and Survey	Emma

Friday, AUGUST 23th, 7:00AM-3:30PM Classroom Set-Up, Dress Rehearsal, Circle & Celebration		
<ul style="list-style-type: none"> All faculty members execute an excellent dress rehearsal for new students Teachers complete part 2 of the classroom setup checklist All faculty build team through circle 		
Time	Session Title	
7:00	Dress Rehearsal Prep	Emma
8:00	Dress Rehearsal	Emma

10:00	Break	
10:30	Debrief	Emma
11:00	Classroom Setup	Emma
12:00	Lunch (OYO)	
1:00	Classroom Setup	Emma
2:00	Circle	Jessica
2:45	Celebration	Emma

Monday, AUGUST 26th, 1pm-4:00pm 1st Day of School		
Time	Session Title	
1:00	Break	
2:00	Debrief	Emma + Amy
2:30-3:30	GLT Planning for W-F	GLT Leads
3:30-4:00	Work Time	

Tuesday, AUGUST 27th, 1pm-4:00pm 2nd day of School		
Time	Session Title	
1:00	Break/ Co-planning	
2:00	Debrief	Emma +Amy
2:30-4:00	Enrichment Training for supporting teachers- Work time for LTs	Abby + Kayla

Wednesday, AUGUST 28th, 1pm-4:00pm 3rd day of school		
Time	Session Title	
1:00	Break/ Co-planning	
2:00	Debrief	Emma + Amy
2:30-4:00	Launching tech components	Abby + Amy

Thursday, AUGUST 29th, 1pm-4:00pm 4rd day of school		
Time	Session Title	
1:00	Break/ Co-planning	
2:00	Debrief	Emma + Amy
2:30-4:00	GLT Planning for Week 2	GLT Leads

Friday, AUGUST 30th, 1pm-4:00pm 5th Day of School		
Time	Session Title	
1:00	Break/ Co-planning	
2:00	Debrief	Emma + Amy
2:30-4:00	Co-Teacher Prep for Week 2	
4:00	Happy Hour	



IMPACT

PUBLIC SCHOOLS

Impact | Renton
Attachment 24 (Section 23)

Contents:

- School-Specific Goals (Commission Template)

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	<p>School Mission: We prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders.</p> <p>School Vision: IPS graduates are the problem solvers, innovators, and change agents of tomorrow. Within an equity-driven culture, we develop the whole child and inspire our students to live full, connected, and purposeful lives. We offer a rigorous, personalized curriculum within a vibrant school community that balances high expectations with joy. Our diverse group of scholars will solve our future's greatest challenges, and together we will eliminate the opportunity gap in Washington state.</p>
Goal <i>What is the intended outcome?</i>	<p>Students will improve their math skills.</p>
Goal Connection to School Mission <i>Describe how the goal captures the school mission.</i>	<p>The math growth goal is critical because math is the foundation for developing a strong academic identity and skills. While we are focused on mastery and achievement on the 3rd grade SBAC, the annual growth of each individual scholar is equally as important to us. In addition, this goal is important because in order to understand the impact that our school has for students, we need to consider where they started and where they finished.</p>

<p>Metric</p> <p><i>How will you measure your goal?</i></p>	<p>All students will take the NWEA MAP growth assessment three times per year (fall, winter and spring) to measure whether each student has made on 1 year of growth on the NWEA MAP growth assessment as per the national norms collected by NWEA. We studied the research for potential math measures. A growth measure was particularly important for us. We studied the generalizability, reliability, validity, affordability and efficiency, among other factors in making this important decision.</p>		
<p>Targets</p> <p><i>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.</i></p>	Category	Target	Rationale for the Target
	Exceeds	61 - 100% of students meet or exceed their growth target on the NWEA MAP math growth assessment.	If more than 61% of students meet their growth target on the NWEA MAP math growth assessment, Impact Renton will exceed expectations for a growing school. Additionally, as measured by the NWEA School Conditional Growth percentile which compares growth scores against nationally normed data (available data NWEA 2015 results), exceeding this target would place us in the top 10% of schools in the country.
	Meets	55 - 60% of students meet or exceed their growth target on the NWEA MAP math growth assessment.	55 - 60% of students meeting or exceeding their growth target on the NWEA MAP math growth assessment is an ambitious, yet realistic goal, and would place us in the 80th – 89th percentile of schools as measured by the NWEA School Conditional Growth percentile.
	Does Not Meet	41 – 54% of students meet or exceed their growth target on the NWEA MAP math growth assessment.	If 41 – 59% of students meet or exceed their growth target on the NWEA MAP math growth assessment, Impact Renton will need to make significant improvements to instructional practices.
	Falls Far Below	0 - 40% of students meet or exceed their growth target	If less than 40% of Impact Renton students meet or exceed their growth target on the NWEA MAP math growth assessment, Impact

		on the NWEA MAP math growth assessment.	Renton is not delivering on a key component of its mission.
<p>Assessment Details, Data Collection and Verification</p> <p><i>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?</i></p>	<p>Impact Renton has selected the NWEA MAP assessment as a strong measure of student progress in math for the following reasons:</p> <ol style="list-style-type: none"> 1. By dynamically adjusting to each student's responses, the MAP growth assessment creates a personalized assessment experience that accurately measures performance. Timely, easy-to-use reports help teachers teach, students learn, and administrators lead. 2. NWEA uses anonymous assessment data from over 10.2 million students to create national norms. Impact Renton is able to compare students' performance against norms to evaluate programs and improve instruction. 3. The MAP growth assessment reveals how much growth has occurred between testing events and, when combined with national norms, shows projected proficiency allowing Impact Renton to track growth through the school year and over multiple years. 4. Results will be shared with all key stakeholders, including students in weekly 1:1 mentor coaching conversations, parents/guardians in conferences, funders in monthly/quarterly check-ins and the Commission during quarterly reviews. 		
<p>Results Summary</p> <p><i>Provide a brief summary of results and evidence of assessment.</i></p>	To be completed at the close of the 2021 – 2022 school year.		

Organizational School-Specific Goal (Indicator 6 of Organizational Performance Framework)	
School Mission and Vision	<p>School Mission: We prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders.</p> <p>School Vision: IPS graduates are the problem solvers, innovators, and change agents of tomorrow. Within an equity-driven culture, we develop the whole child and inspire our</p>

	students to live full, connected, and purposeful lives. We offer a rigorous, personalized curriculum within a vibrant school community that balances high expectations with joy. Our diverse group of scholars will solve our future's greatest challenges, and together we will eliminate the opportunity gap in Washington state.		
Goal <i>What is the intended outcome?</i>	Faculty satisfaction will increase.		
Goal Connection to School Mission <i>Describe how the goal captures the school mission.</i>	<p>Faculty satisfaction and retention is an essential indicator of school success, as our teachers are the most critical component of our work. The faculty survey will collect team member responses on a number of key components, including faculty morale, support, model design, decision making, and more.</p> <p>This goal is critical because faculty satisfaction is an indicator of a healthy school community. One of Impact Public School Core Values is “Everyone Grows.” We believe that our adults must grow professionally, while our students grow. At IPS, we invest a lot of time and resources into ensuring our faculty receives world-class professional development and coaching support. The most accurate way to assess faculty satisfaction is through a survey (given twice a year, so we can analyze the data and adjust) and eventually through faculty retention, which we will also track carefully.</p>		
Metric <i>How will you measure your goal?</i>	Faculty will be asked to respond to the question “Has your practice improved as a result of coaching, professional development and support at Impact Public Schools?” among other questions.		
Targets (Alternative 1) <i>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.</i>	Category	Target	Rationale for the Target
	Exceeds	81% + or more faculty state that their practice has improved as a result of the coaching, professional development and support at Impact Public Schools.	Ensuring Impact Renton faculty receives world-class professional development and coaching support is a key priority. 80%+ is deemed an exceptional target because the majority of second year schools tend to average 65 - 70% (based on data shared from other high performing charter networks

			nationally). In our second year, 83.3% of instructional faculty have stated their practice has improved.
	Meets	80% of Impact Renton faculty state that their practice has improved as a result of the coaching, professional development and support at Impact Public Schools.	At IPS, ensuring Impact Renton faculty receives world-class professional development and coaching support is a key priority. 80% is an ambitious, yet realistic target because the majority of second year schools tend to average 65 - 70% (based on data shared from other high performing charter networks nationally). In our first year, 81% of faculty stated that their practice improved as a result of coaching, professional development and support.
	Does Not Meet	60% - 79% of Impact Renton faculty state that their practice has improved as a result of the coaching, professional development and support at Impact Public Schools.	If only 60 – 79% of Impact Renton Faculty report that they experience improvement in their practice, this will signal that we need to make significant improvements in our support model.
	Falls Far Below	Less than 60% of Impact Renton faculty state that their practice has improved as a result of the coaching, professional development and support at Impact Public Schools.	If only 60 – 79% of Impact Renton Faculty report that they experience improvement in their practice, this will signal immediate and significant improvements must be made to the professional development, support and coaching model.
Assessment Details, Data Collection and Verification <i>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</i>		Impact Renton will administer a survey to all faculty twice per year. The answers are rated on a 5-point scale and 4s and 5s will qualify as satisfied. Results will be tabulated and faculty satisfaction will be measured. The survey will be anonymous and 100% of faculty will	

will the school share results with key stakeholders (i.e., Commission, Board, etc.)? How will data be verified?	participate. The survey question was developed from the Gallup Q12 Employee Engagement Survey, which measures the most important elements of employee engagement.
<p>Results Summary</p> <p><i>Provide a brief summary of results and evidence of assessment.</i></p>	To be completed at the close of the 2021 – 2022 school year.

Applicable Legislation: [WAC 108-30-030](#)

Updated: July, 2019



IMPACT

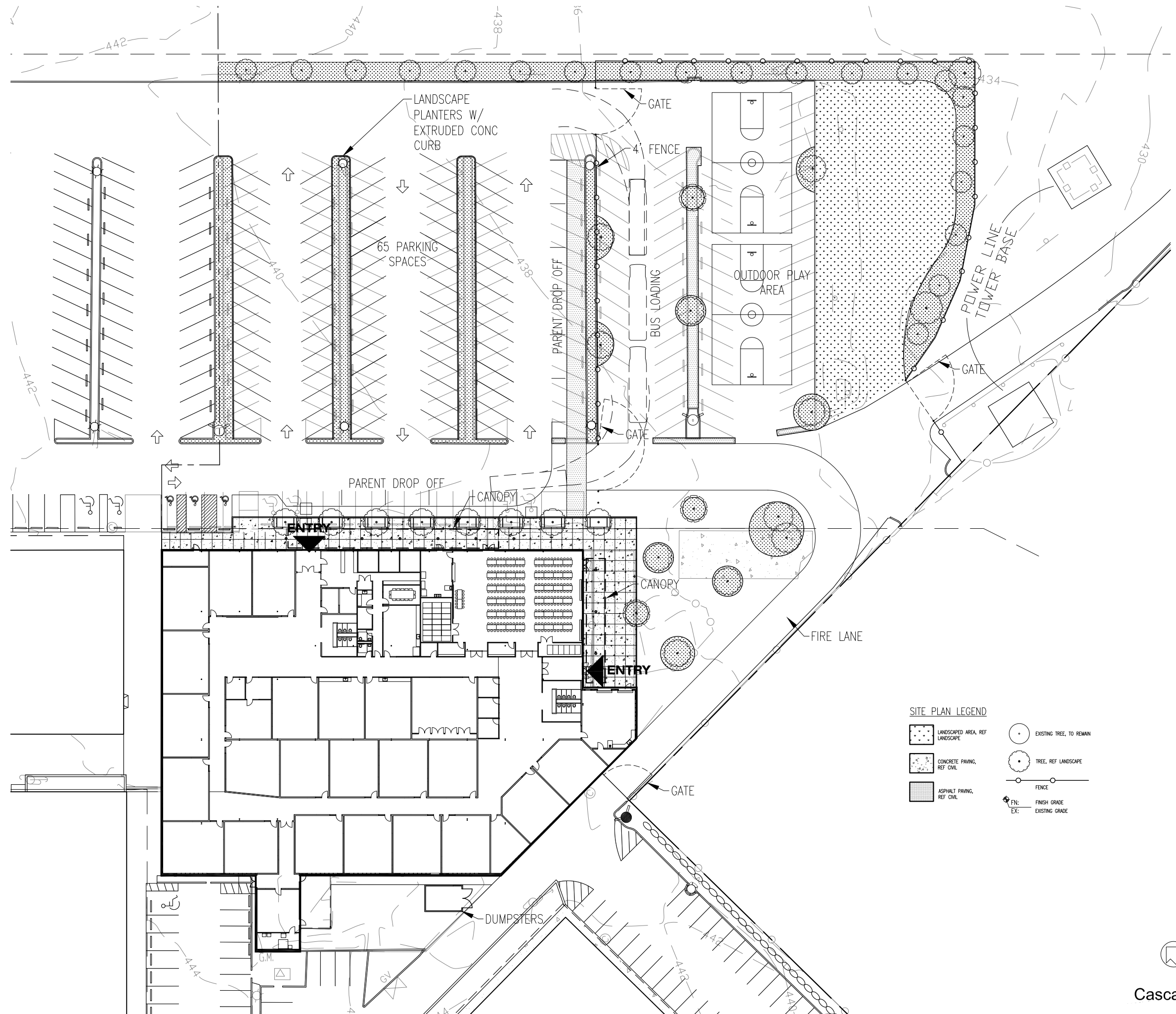
PUBLIC SCHOOLS

Impact | Renton

Attachment 25 (Section 24): Facility Documents

Contents:

- Cascade Village School Site Plan from Washington Charter School Development
- Cascade Village School Floor Plans
- Secondary Facility Option (1415 Maple Ave. SW)

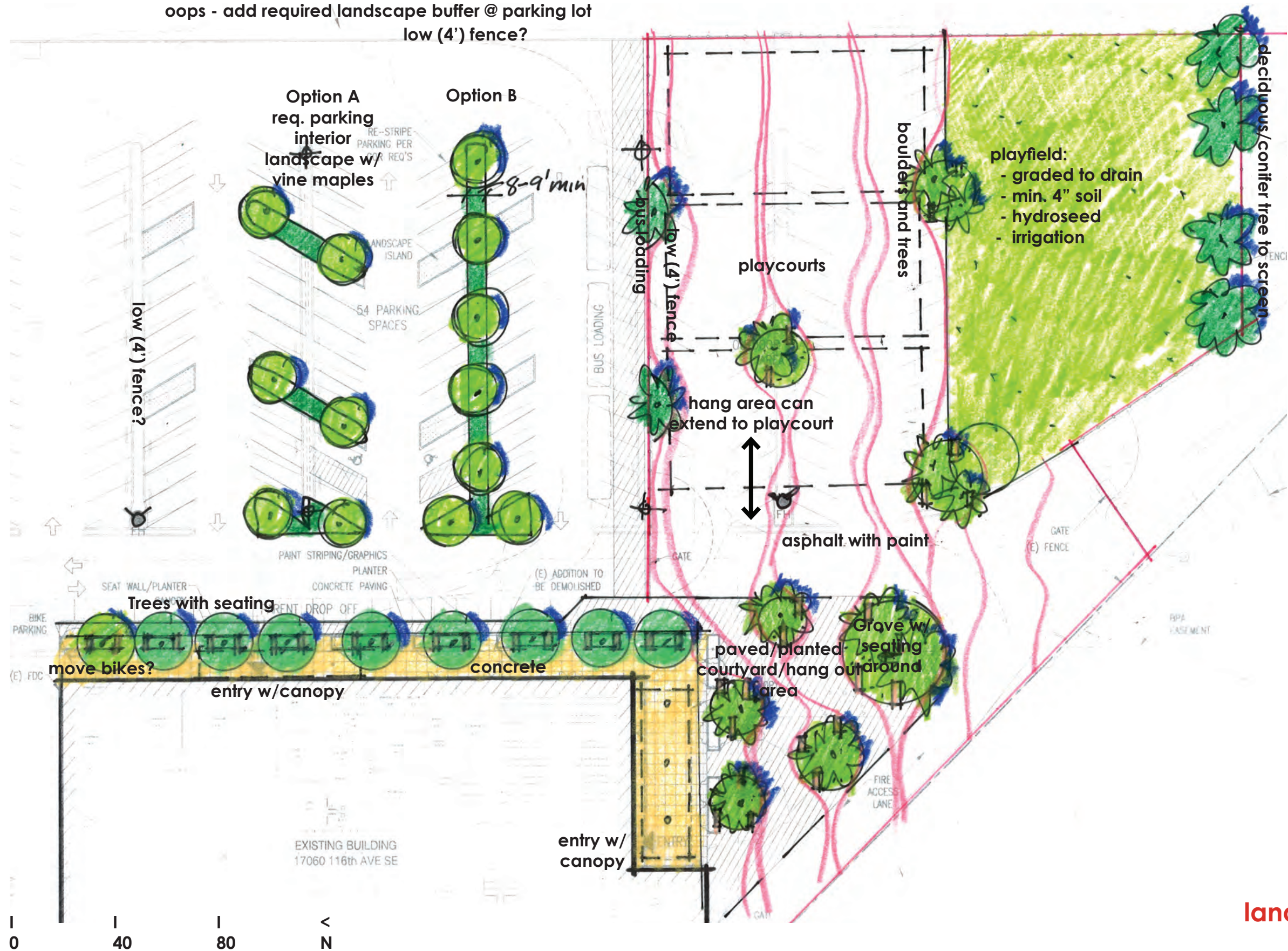


SITE PLAN LEGEND

	LANDSCAPED AREA, REF LANDSCAPE		EXISTING TREE, TO REMAIN
	CONCRETE PAVING, REF CIVIL		TREE, REF LANDSCAPE
	ASPHALT PAVING, REF CIVIL		FENCE
			FN: FINISH GRADE
			EX: EXISTING GRADE

WCSD CASCADE VILLAGE

oops - add required landscape buffer @ parking lot
low (4') fence?



landscape 'big ideas' update

118 North 35th St. Suite 200
Seattle, Washington 98103
Tel: 206 634 0177



- (21) classrooms
- (2) lab
- (2) sped
- (1) music

ALT A1

Floor Plan

12/11/18

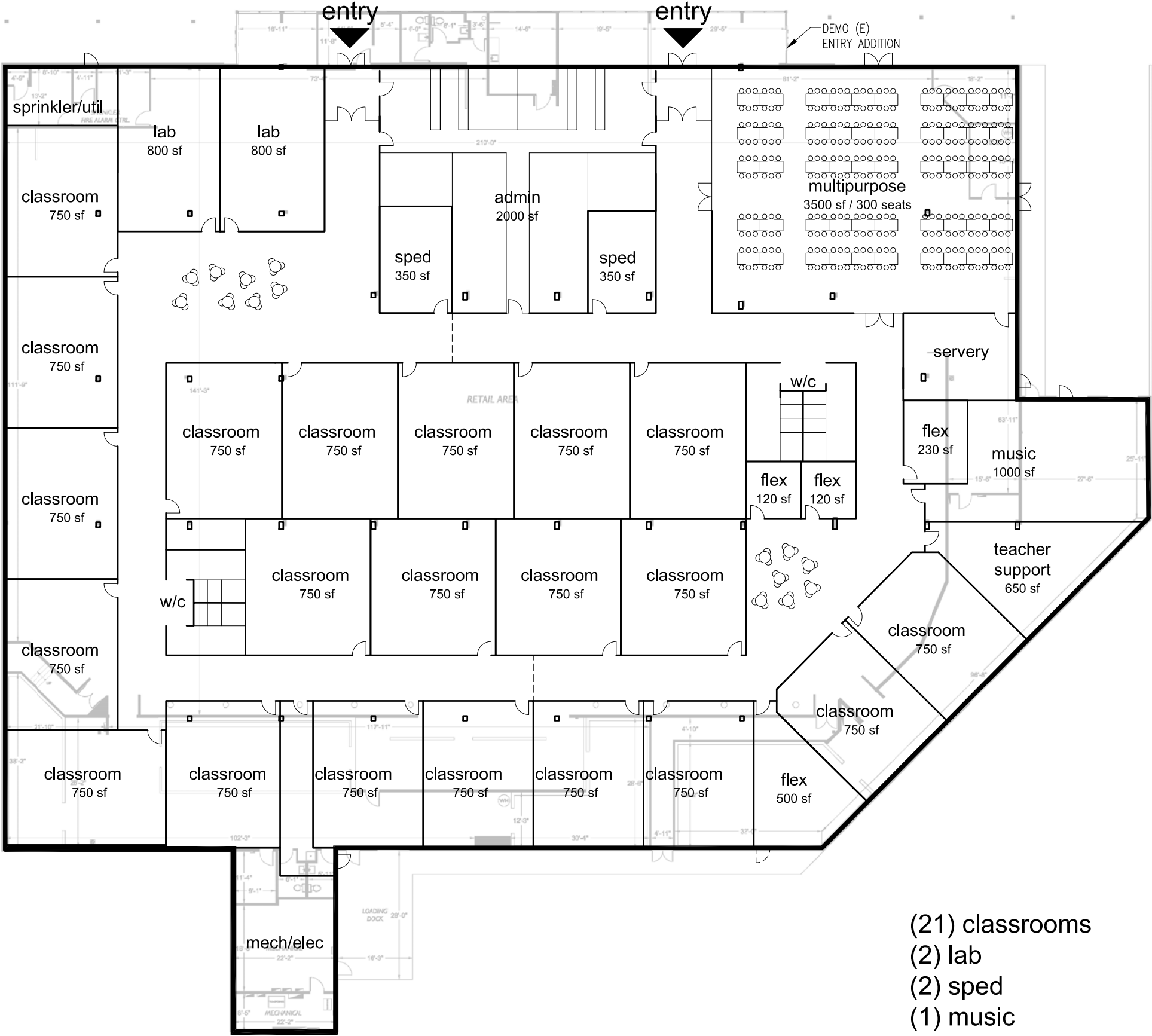
1": 25'



WCSD
Cascade Village
Renton School

Miller Hayashi Architects LLC

118 North 35th St. Suite 200
Seattle, Washington 98103
Tel: 206 634 0177



- (21) classrooms
- (2) lab
- (2) sped
- (1) music

ALT **C**
Floor Plan

12/11/18

1" : 25'



paving and paint



superkilen, copenhagen

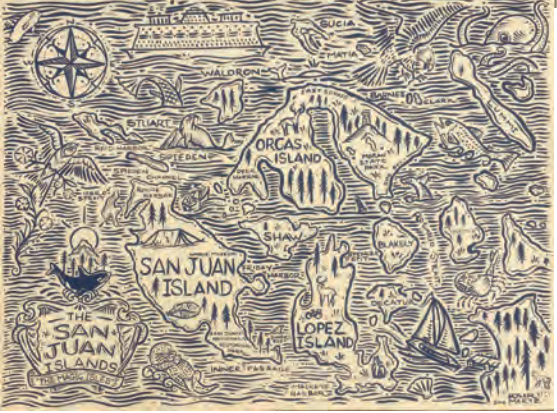
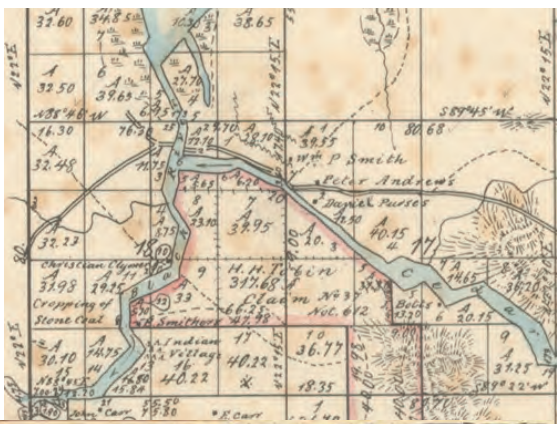
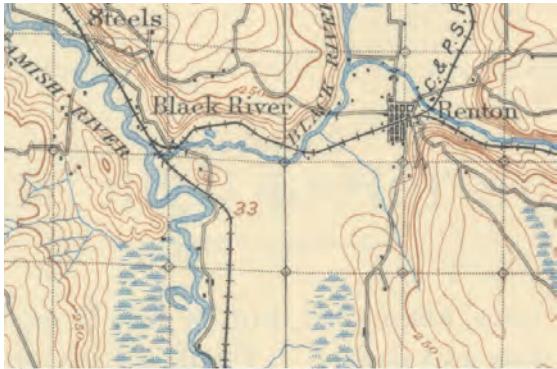


seattle center, site workshop



capitol hill, framework

paint ideas - place



puget sound, renton maps, etc.

seating



stone



movable

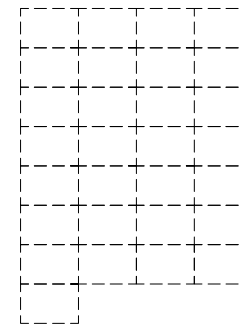
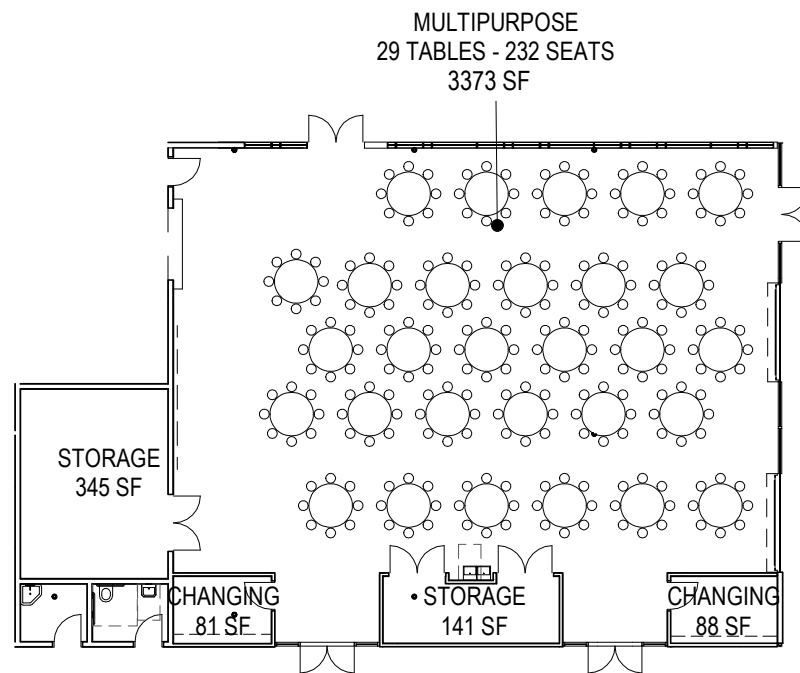
green stuff



lawn and trees



parking lot landscape



ALT TABLE LAYOUT

ALT D TABLE LAYOUT
02/05/19

Warehouse - Renton, WA 98...

40,059 SF RBA

1.88 AC Lot

1991 Built

36,998 Available SF

36,998 Max Contig SF

\$27 - 33 CoStar Est. Industrial Rent

Building				For Lease			
Type	3 Star Industrial Warehouse			Smallest Space	36,998 SF	Industrial Avail	36,998 SF
RBA	40,059 SF	Year Built	1991	Max Contiguous	36,998 SF		
Stories	1	Tenancy	Single	# of Spaces	1		
Typical Floor Class	40,059 SF B	Owner Occup	No	Vacant	36,998 SF		
				% Leased	7.6%		
Docks	5 ext	Ceiling Ht	22'-28'	Rent	Withheld - CoStar Est. Rent \$27 - 33/SF (Industrial)		
Drive Ins	5 tot./8'w x 12'h	Elevators	None				
Cross Docks	None	Sprinklers	Yes				
Levelators	1 ext	Rail Spots	None				
Construction	Reinforced Concrete						
Truck Wells	None						
CoStar Est. Rent	\$27 - 33/SF (Industrial)						
Power	4,000-8,000a/480v 3p 4w Heavy						
Parking	26 free Surface Spaces are available; Ratio of 0.65/1,000 SF						
Taxes	\$0.22/SF (2019)						
Walk Score®	Car-Dependent (49)						
Transit Score®	Some Transit (47)						

Land			
Land Acres	1.88 AC	Land SF	81,893 SF
Bldg FAR	0.49		
Zoning	IM		
Parcel	334040-3805		
Features			
24 Hour Access		Signage	
Fenced Lot			

Submarket 2-4 Star	\$11.75	▲	0.7%
Market Overall	5.2%	▲	1.6%
Market Rent Per SF			
Submarket 2-4 Star	\$10.51	▲	6.0%
Market Overall	\$11.03	▲	5.5%
Submarket Leasing Activity			
12 Mo. Leased SF	531,285	▲	6.1%
Months on Market	12.9	▲	3.1 mo
Submarket Sales Activity			
	Current		Prev Year
12 Mo. Sales Volume (Mil.)	\$93.1		\$69.3
12 Mo. Price Per SF	\$162		\$151

Property Contacts	
True Owner	EverWest Real Estate Investors, LLC
Recorded Owner	Ewa 1415 Maple Owner Llc
Property Manager	W.A.P.O., LLC
Primary Leasing	Cushman & Wakefield

Assessment			
2018 Assessment			
Improvements	\$4,554,800	\$113.70/SF	
Land	\$1,330,700	\$16.25/SF	
Total Value	\$5,885,500	\$71.87/SF	129% of last sale

Demographics			
	1 Mi	3 Mi	
Population	7,063	95,167	
Households	2,992	38,247	
Average Age	36.30	37.40	
Median HH Income	\$56,176	\$65,023	
Daytime Employees	14,956	76,558	
Population Growth '19-'24	▲ 6.0%	▲ 6.0%	
Household Growth '19-'24	▲ 6.3%	▲ 6.3%	

Building Notes

Battery room - 4,970 SF
Rear receiving - 755 SF
Raised floor - 23,095 SF
Electrical/UPS - 1,815 SF
Storage front receiving - 1,000 SF
Office - 4,295 SF
Misc. - 4,124 SF

ELECTRICAL

- Generator: 2,000 KW Cat in enclosure (1)
- 10,000 Gallon Above Ground Diesel Storage Tank (1)
- 2,500 KV A 480/277 Utility Transformer (utility provided) (1)
- Exterior Utility Compartment and Meter (utility provided) (1)
- 4,000 amp 480v, 4 wire Main Distribution Switch (1)
- 225 KVA UPS 480 Volt with 30 Minute Battery Back Up (1)
- 50 KVA UPS Power Distribution Units (2)
- Fire Detection: Fenwall HSSD/FACP Zoned System
- Fire Sprinklers: Zone One: Administrative Areas Wet Pipe System
Zone Two: Balance of Building, Single
Interlock Preaction Dry System

MECHANICAL

- 275 Ton York Air Cooled Chillers (2)
- Trane Make-up Air Unit (1)
- Trane Roof Top Heat Pump Units (4)
- 400 CFM Greenheck Exhaust Fans (battery room) (2)
- International Environment Fan Coil Unit (1)
- Liebert Down Flow CRAC Units (20 ton) Raised Floor Areas (13)
- Liebert Up Flow CRAC Units (20 ton)
- Battery and Electric Rooms (5)

DC Power

- Marconi - 48V Power Plants (2)
- Control and Distribution Bays (2)
- Supplemental Distribution Bays (4)
- 400 amp Rectifiers (20)
- Power Distribution Bays (12)
- Strings of Batteries (192 cells) (8)

Class 5 rated Seismic Building.

Public Transportation

Commuter Rail	Drive	Distance
Tukwila Station Commuter Rail (Sounder South Line)	9 min	4.0 mi
Kent Station Commuter Rail (Sounder South Line)	11 min	6.4 mi

Airport	Drive	Distance
Seattle-Tacoma International Airport	18 min	9.6 mi
Kenmore Air Harbor Inc Airport	46 min	28.0 mi

Traffic

Collection Street	Cross Street	Traffic Vol	Year	Distance
SW 16th St	Lind Ave SW W	6,100	2016	0.05 mi
SW 16th St	Lind Ave SW W	5,946	2018	0.05 mi
I- 405	Lind Ave SW W	89,062	2018	0.06 mi
I- 405	Lind Ave SW E	40,000	2015	0.10 mi
I- 405	State Rte 167 E	10,262	2018	0.12 mi

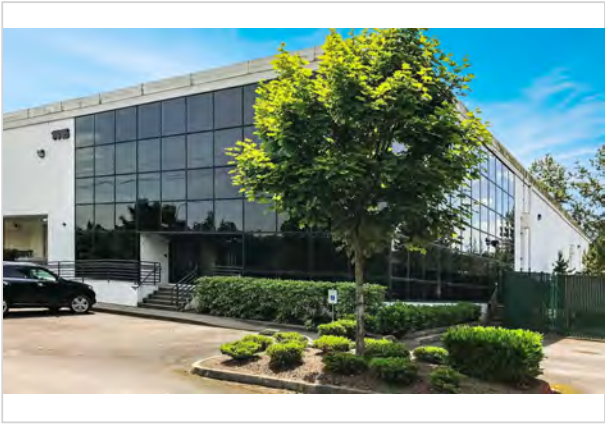
Made with TrafficMetrix® Products

Location

Zip	98057
Submarket	Renton Ind
Submarket Cluster	Southend Ind
Market	Seattle/Puget Sound
County	King
State	Washington
CBSA	Seattle-Tacoma-Bellevue, WA
DMA	Seattle-Tacoma, WA
Map (Page)	Thomas Bros. Guide 656 B4

Property ID: 474350

Building Images



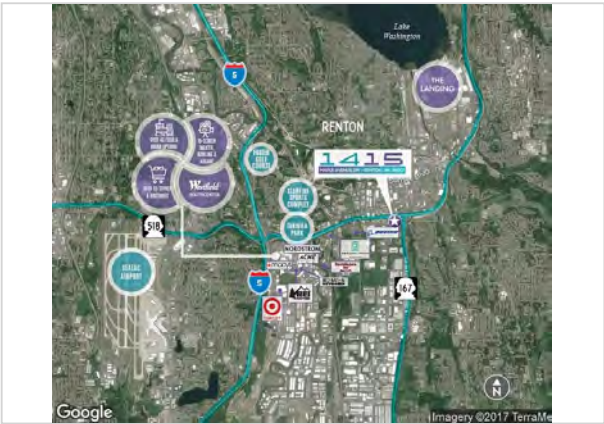
Primary Photo



Building Photo



Building Photo



Aerial



Plat Map



IMPACT

PUBLIC SCHOOLS

Impact | Renton
Attachment 26 (Section 25)

Contents:

- List of Insurance with Levels of Coverage

Attachment 26: Insurance Coverage

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

- **Comprehensive general liability:** \$3,000,000
- **Worker's Comp (L&I) and Unemployment** insurance are both mandatory and run through the state. IPS has budgeted for those as a % of salaries in the Benefits section of the budget. Prior to performing work under this Contract, the School shall provide or purchase industrial insurance coverage for its employees, as may be required of an "employer" as defined in RCW Title 51, and shall maintain full compliance with RCW Title 51 during the course of the school's contract.
- **Officers, directors and employees errors and omissions:** \$50,000
- **Professional liability insurance:** \$1,000,000 per occurrence, plus \$3,000,000 for sexual molestation claims. Coverage must include coverage from claims of sexual molestation and corporal punishment and any sublimits must be approved by the Commission.
- **Data Breach Insurance:** \$1,000,000
- **Property insurance:** As required by landlord or lender
- **Transportation/Motor vehicle liability** (if appropriate): \$3,000,000 per occurrence, which must include coverage for bodily injury and property damage; any sublimits must be approved by the Commission. In addition, collision and comprehensive insurance against physical damage including theft shall be provided with a maximum deductible of \$1,000 for collision and \$1,000 for comprehensive coverage except when the cost of the coverage would exceed the value of the vehicle during the contract period.
- **Fidelity/Crime Coverage:** \$500,000
- **Bonding:**
 - The School shall ensure that every officer, director, or employee who is authorized to act on behalf of the School for the purpose of receiving or depositing funds into school accounts or issuing financial documents, checks, or other instruments of payment for program costs shall be bonded to provide protection against loss.
 - Fidelity bonding secured pursuant to this contract shall name the Commission on behalf of the State of Washington as the beneficiary and the amount of coverage shall be for the amount of each year's allocation based on projected enrollment.
 - The School shall provide, at the Commission's request, copies of bonding instruments or certifications from the bond issuing agency. The copies or certifications shall show the bonding coverage, the Commission on behalf of the State of Washington as designated Beneficiary, who is covered, and the amounts.

The Commission shall be named as an additional insured on all of these insurance policies. The Commission may reasonably require the School to adjust the coverage and limits provided for under the terms of any particular contract or policy. The School will pay any deductible amounts attributable to any acts or omissions of the School, its employees, or agents.

The estimated cost built into the financial workbook (**Attachment 28**) are based on information from Impact | Puget Sound Elementary actuals.



IMPACT

PUBLIC SCHOOLS

Impact | Renton Attachment 27 (Section 26)

Contents:

- Start-Up Plan for Impact | Renton

Attachment 27: Start-Up Plan

Below is a start-up plan for Impact | Renton, which has been replicated from the successful Impact | PSE and pending Impact | SSE school launches. IPS has had the opportunity to refine the school launch protocol to ensure an on-time, compliant and strong start to each school.

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IMPACT

PUBLIC SCHOOLS

Impact | Renton
Attachment 28 (Section 27)

Contents:

- Financial Plan (Commission Template)

Impact | Renton

New Applicaton Budget(s) & Cash Flow(s) Template

Lead Applicant Name:	Jen Wickens
Contact Email:	jwickens@impactps.org
Contact Phone:	206-712-7640
School District:	Renton School District
Year One:	2021-22
School Days:	180

ENROLLMENT and STUDENT POPULATION

ENROLLMENT	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Kindergarten	162.00	162.00	162.00	162.00	162.00	162.00	162.00	162.00	162.00
1st Grade	90.00	90.00	90.00	90.00	90.00	90.00	90.00	90.00	90.00
2nd Grade	-	90.00	90.00	90.00	90.00	90.00	90.00	90.00	90.00
3rd Grade	-	-	84.00	84.00	84.00	84.00	84.00	84.00	84.00
4th Grade	-	-	-	84.00	84.00	84.00	84.00	84.00	84.00
5th Grade	-	-	-	-	84.00	84.00	84.00	84.00	84.00
6th Grade	-	-	-	-	-	-	-	-	-
7th Grade	-	-	-	-	-	-	-	-	-
8th Grade	-	-	-	-	-	-	-	-	-
9th Grade	-	-	-	-	-	-	-	-	-
10th Grade	-	-	-	-	-	-	-	-	-
11th Grade	-	-	-	-	-	-	-	-	-
12th Grade	-	-	-	-	-	-	-	-	-
Total Elementary Enrollment	252.00	342.00	426.00	510.00	594.00	594.00	594.00	594.00	594.00
Total Middle School Enrollment	-	-	-	-	-	-	-	-	-
Total High School Enrollment	-	-	-	-	-	-	-	-	-
Total Enrollment	252.00	342.00	426.00	510.00	594.00	594.00	594.00	594.00	594.00
Change in Net Enrollment from Prior Year	252.00	90.00	84.00	84.00	84.00	-	-	-	-

STUDENT POPULATION

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2030-31
162.00
90.00
90.00
84.00
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96.00%
570.24
95.00%
564.30
17.00%
100.98
48.00%
285.12
12.00%

Impact Renton								
Position Description	Position Category (Categories Match Up to the Categories on the Five Year Budget)	Starting Salary	Number of FTE					NOTES
			Year 1	Year 2	Year 3	Year 4	Year 5	
			2021-22	2022-23	2023-24	2024-25	2025-26	
Principal	Instructional Management	\$ 127,308	1.0	1.0	1.0	1.0	1.0	
Assistant Principal	Instructional Management	\$ 92,219	1.0	1.0	1.0	1.0	1.0	
Student Support Coordinator	Deans, Directors & Coordinators	\$ 47,741	1.0	1.0	1.0	1.0	1.0	
Director of School Operations	Operation / Business Manager	\$ 84,872	1.0	1.0	1.0	1.0	1.0	
Operations Assistant	Operation / Business Manager	\$ 37,080	0.5	1.0	1.5	1.5	1.5	
School Manager	Operation / Business Manager	\$ 43,709	1.0	1.0	1.0	1.0	1.0	
Lead Teacher	Teachers - Regular	\$ 72,926	9.0	12.0	16.0	19.0	22.0	#
Teaching Fellow	Other - Instructional	\$ 36,050	9.0	12.0	15.0	16.0	17.0	
Special Education Teacher	Teachers - SPED	\$ 73,641	1.0	1.0	1.0	1.0	1.5	
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REVENUE AND EXPENSE ASSUMPTIONS

			2021-22	2022-23	2023-24	2024-25	2025-26
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				
1000 - LOCAL TAXES							
1100 - Local Property Tax		-		0.00%	0.00%	0.00%	0.00%
1900 - Other Local Taxes		-		0.00%	0.00%	0.00%	0.00%
Custom LOCAL TAXES		-		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%
2500 - Gifts Grants, and Donations (Local)	3	300,000.00	1	0.00%	-41.67%	-100.00%	0.00%
2298 - School Food Services	3	60,922.00	1	0.00%	39.79%	28.30%	23.31%
TOTAL LOCAL SUPPORT - NON-TAX							
3000 - STATE REVENUE - GENERAL PURPOSE							
3100 - Apportionment				0.00%	1.90%	1.90%	1.90%
3121 - Special Education - General Apportionment				0.00%	1.90%	1.90%	1.90%
Custom STATE REVENUE - GENERAL PURPOSE				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%
4155 - Learning Assistance				0.00%	1.90%	1.90%	1.90%
4165 - Transitional Bilingual				0.00%	1.90%	1.90%	1.90%
4174 - Highly Capable				0.00%	1.90%	1.90%	1.90%
4198 - School Food Service				0.00%	1.90%	1.90%	1.90%
4199 - Transportation - Operations	1	528.56	1	0.00%	1.90%	1.90%	1.90%
Custom STATE REVENUE - SPECIAL PURPOSE		-		0.00%	0.00%	0.00%	0.00%
TOTAL STATE REVENUE - SPECIAL PURPOSE							
5000 - FEDERAL REVENUE - GENERAL PURPOSE							
5200 - General Purpose Direct Fed. Grants - Unassigned		-		0.00%	0.00%	0.00%	0.00%
Title I	1	257.70	1	0.00%	12.70%	7.50%	5.00%
Title II		-		0.00%	0.00%	0.00%	0.00%
Title III		-		0.00%	0.00%	0.00%	0.00%
IDEA Funding	1	1,379.76	1	0.00%	1.98%	2.00%	2.00%
CSP	3	250,000.00	1	0.00%	20.00%	-29.17%	152.94%
Total 5200 - General Purpose Direct Fed. Grants - Unassigned							
Custom FEDERAL REVENUE - GENERAL PURPOSE		-		0.00%	0.00%	0.00%	0.00%
TOTAL FEDERAL REVENUE - GENERAL PURPOSE							

REVENUE AND EXPENSE ASSUMPTIONS

			2021-22	2022-23	2023-24	2024-25	2025-26
ASSUMPTION KEY							
1	PER STUDENT						
2	PER STAFF						
3	PER SCHOOL						
6000 - FEDERAL REVENUE - SPECIAL PURPOSE							
6100 - Special Purpose - OSPI Unassigned	-		0.00%	0.00%	0.00%	0.00%	0.00%
6198 - School Food Services	93,376.00	1	0.00%	18.53%	30.10%	24.10%	20.50%
Free Breakfast Reimbursement			0.00%	35.19%	39.79%	28.30%	23.31%
Reduced Breakfast Reimbursement			0.00%	39.79%	28.30%	23.31%	19.96%
Paid Breakfast Reimbursement			0.00%	39.79%	28.30%	23.31%	19.96%
Free Lunch Reimbursement			0.00%	39.79%	28.30%	23.31%	19.96%
Reduced Lunch Reimbursement			0.00%	39.79%	28.30%	23.31%	19.96%
Paid Lunch Reimbursement			0.00%	39.79%	28.30%	23.31%	19.96%
Snack Reimbursement	-		0.00%	0.00%	0.00%	0.00%	0.00%
Total 6198 - School Food Services							
Custom FEDERAL REVENUE - SPECIAL PURPOSE	-		0.00%	0.00%	0.00%	0.00%	0.00%
TOTAL FEDERAL REVENUE - SPECIAL PURPOSE							
7000 - OTHER SCHOOL DISTRICTS							
7100 - Program Participation, Unassigned	-		0.00%	0.00%	0.00%	0.00%	0.00%
Custom OTHER SCHOOL DISTRICTS	-		0.00%	0.00%	0.00%	0.00%	0.00%
TOTAL OTHER SCHOOL DISTRICTS							
8000 - OTHER ENTITIES							
8100 - Governmental Entities	-		0.00%	0.00%	0.00%	0.00%	0.00%
8200 - Private Foundations	-		0.00%	0.00%	0.00%	0.00%	0.00%
8500 - Educational Service Districts	-		0.00%	0.00%	0.00%	0.00%	0.00%
Custom OTHER ENTITIES	-		0.00%	0.00%	0.00%	0.00%	0.00%
TOTAL OTHER ENTITIES							
9000 - OTHER FINANCING SOURCES							
9500 - Long-Term Financing	-		0.00%	0.00%	0.00%	0.00%	0.00%
9900 - Transfers	-		0.00%	0.00%	0.00%	0.00%	0.00%
Custom OTHER FINANCING SOURCES	-		0.00%	0.00%	0.00%	0.00%	0.00%
TOTAL OTHER FINANCING SOURCES							
TOTAL REVENUE							

REVENUE AND EXPENSE ASSUMPTIONS

		2021-22	2022-23	2023-24	2024-25	2025-26																																																																																				
<table border="1"> <thead> <tr> <th colspan="2">ASSUMPTION KEY</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>PER STUDENT</td> </tr> <tr> <td>2</td> <td>PER STAFF</td> </tr> <tr> <td>3</td> <td>PER SCHOOL</td> </tr> </tbody> </table>							ASSUMPTION KEY		1	PER STUDENT	2	PER STAFF	3	PER SCHOOL																																																																												
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REVENUE AND EXPENSE ASSUMPTIONS

			2021-22	2022-23	2023-24	2024-25	2025-26	
ASSUMPTION KEY								
1 PER STUDENT								
2 PER STAFF								
3 PER SCHOOL								
CONTRACTED SERVICES			Enter the % increase below for which the amount entered in column F should increase each year.					
Accounting / Audit	3	10,000.00	1	0.00%	2.00%	2.00%	2.00%	2.00%
Legal	3	10,612.00	1	0.00%	2.00%	2.00%	2.00%	2.00%
Oversight Fee (3%)	3	-	1	3.00%	3.00%	3.00%	3.00%	3.00%
Management Company Fee	3	346,003.00	1	0.00%	40.00%	38.48%	18.07%	16.21%
Nurse Services	3	2,123.00	1	0.00%	1.98%	1.98%	1.98%	1.98%
Food Service / School Lunch	1	625.43	1	0.00%	30.00%	2.00%	2.00%	2.00%
Payroll Services		-		0.00%	0.00%	0.00%	0.00%	0.00%
Special Ed Services	3	79,591.00	1	0.00%	38.43%	27.10%	22.10%	21.18%
Titlment Services (i.e. Title I)		-		0.00%	0.00%	0.00%	0.00%	0.00%
Custom Contracted Services #1: Dues & Membership	3	15,918.00	1	0.00%	2.00%	2.00%	2.00%	2.00%
Custom Contracted Services #2: Business Services				0.00%	0.00%	0.00%	0.00%	0.00%
Custom Contracted Services #3				0.00%	0.00%	0.00%	0.00%	0.00%
TOTAL CONTRACTED SERVICES								
SCHOOL OPERATIONS								
Board Expenses		-		0.00%	0.00%	0.00%	0.00%	0.00%
Classroom / Teaching Supplies & Materials	1	73.22	1	0.00%	2.00%	2.00%	2.00%	2.00%
Special Ed Supplies & Materials	3	4,000.00	1	0.00%	25.00%	20.00%	16.67%	14.28%
Textbooks / Workbooks	3	49,294.00	1	0.00%	84.00%	28.00%	22.00%	12.00%
Supplies & Materials other	1	99.21	1	0.00%	-12.00%	-6.00%	-5.00%	-3.00%
Equipment / Furniture	3	29,714.00	1	0.00%	2.00%	2.00%	2.00%	-33.00%
Telephone	3	636.00	1	0.00%	0.00%	0.00%	0.00%	0.00%
Technology	3	43,976.00	1	0.00%	265.00%	25.00%	23.00%	2.00%
Student Testing & Assessment	1	31.84	1	0.00%	2.00%	2.00%	2.00%	2.00%
Field Trips	1	26.53	1	0.00%	2.00%	2.00%	2.00%	2.00%
Transportation (student)	1	759.66	1	0.00%	-25.00%	23.00%	14.00%	-12.00%
Student Services - other	3	9,551.00	1	0.00%	36.00%	28.00%	22.00%	19.00%
Office Expense	3	2,040.00	1	0.00%	2.00%	2.00%	2.00%	2.00%
Staff Development	3	15,918.00	1	2.00%	2.00%	2.00%	2.00%	2.00%
Staff Recruitment		-		0.00%	0.00%	0.00%	0.00%	0.00%
Student Recruitment / Marketing		-		0.00%	0.00%	0.00%	0.00%	0.00%
School Meals / Lunch		-		0.00%	0.00%	0.00%	0.00%	0.00%
Travel (Staff)		-		0.00%	0.00%	0.00%	0.00%	0.00%
Fundraising		-		0.00%	0.00%	0.00%	0.00%	0.00%
Custom Operations #1: Supplies & Materials for Food Service	3	9,800.00	1	0.00%	0.00%	0.00%	0.00%	0.00%
Custom Operations #2: Student Information System	3	9,205.00	1	0.00%	38.00%	27.00%	22.00%	19.00%
Custom Operations #3: Banking, Printing, Internet/Website, Postage	3	29,733.00	1	0.00%	3.21%	3.06%	3.07%	3.08%
TOTAL SCHOOL OPERATIONS								
FACILITY OPERATION & MAINTENANCE								
Insurance	1	68.14	1	0.00%	2.00%	2.00%	2.00%	2.00%
Janitorial Services	1	126.98	1	0.00%	-22.00%	30.00%	10.00%	2.00%
Building and Land Rent / Lease	3	100,000.00	1	0.00%	100.00%	88.00%	77.00%	1.00%
Repairs & Maintenance	1	109.31	1	0.00%	2.00%	2.00%	2.00%	2.00%
Equipment / Furniture		-		0.00%	0.00%	0.00%	0.00%	0.00%
Security Services		-		0.00%	0.00%	0.00%	0.00%	0.00%
Utilities	3	63,672.00	1	0.00%	2.00%	2.00%	2.00%	2.00%
Custom Facilities Operations #1		-		0.00%	0.00%	0.00%	0.00%	0.00%
Custom Facilities Operations #2		-		0.00%	0.00%	0.00%	0.00%	0.00%
Custom Facilities Operations #3		-		0.00%	0.00%	0.00%	0.00%	0.00%
TOTAL FACILITY OPERATION & MAINTENANCE								
RESERVES / CONTINGENCY								
TOTAL EXPENSES								
NET OPERATING INCOME (before Depreciation)								
DEPRECIATION & AMORTIZATION								
NET OPERATING INCOME (including Depreciation)								

NOTES / INSTRUCTIONS

INFLATION RATE ENTERED HERE WILL ALSO AFFECT THE FOLLOWING REVENUE LINES:
3121, 4121, 4155, 4165, 4174, 4198, 4199

This row is not populating 5 year budget. Revenue assumption is \$4,213 for Y1.



NOTES / INSTRUCTIONS

Only Row 61 is populating as it should into the 5 year budget - the values listed below are the school-
Y1 schoolwide: \$26465
Y1 schoolwide: \$4077
Y1 schoolwide: \$1939
Y1 schoolwide: \$45857
Y1 schoolwide: \$11902
Y1 schoolwide: \$3136

[Redacted]

[Redacted]

NOTES / INSTRUCTIONS

[Redacted]

[Redacted]

NOTES / INSTRUCTIONS

Calculates as 3% total revenue for lines 3100, 3121, 4121, 4155, 4165, 4174 & 4199

Impact | Renton
Located in Renton School District
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY					
Total Revenue	4,345,506	5,680,681	7,239,398	8,726,470	9,409,185
Total Expenses	3,642,483	4,900,413	6,405,043	7,722,960	8,681,331
Net Income	703,020	780,266	834,354	1,003,510	727,854
Revenue Per Pupil	17,244	16,610	16,994	17,111	15,840
Expenses Per Pupil	14,434	14,329	15,015	15,143	14,615

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
2021-22	2022-23	2023-24	2024-25	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)	300,000	175,000	-	-	-
2298 - School Food Services	60,922	85,163	109,264	134,733	161,626
TOTAL LOCAL SUPPORT - NON-TAX	\$ 360,922	\$ 260,163	\$ 109,264	\$ 134,733	\$ 161,626
3000 - STATE REVENUE - GENERAL PURPOSE					
3100 - Apportionment	3,228,477	4,427,375	5,476,302	6,300,952	7,148,151
3121 - Special Education - General Apportionment	9,903	40,909	172,363	200,513	229,439
Custom STATE REVENUE - GENERAL PURPOSE	-	-	-	-	-
TOTAL STATE REVENUE - GENERAL PURPOSE	\$ 3,238,380	\$ 4,468,284	\$ 5,648,665	\$ 6,501,465	\$ 7,377,590
4000 - STATE REVENUE - SPECIAL PURPOSE					
4121 - Special Education - State	29,440	121,615	512,417	596,074	682,040
4155 - Learning Assistance	228,242	195,397	269,506	341,311	417,908
4165 - Transitional Bilingual	61,164	83,880	105,879	130,096	153,585
4174 - Highly Capable	8,240	11,370	14,402	17,533	21,047
4198 - School Food Service	-	-	-	-	-
4199 - Transportation - Operations	33,299	55,260	81,831	114,089	152,330
Custom STATE REVENUE - SPECIAL PURPOSE	-	-	-	-	-
TOTAL STATE REVENUE - SPECIAL PURPOSE	\$ 360,386	\$ 467,522	\$ 984,035	\$ 1,199,103	\$ 1,426,910
5000 - FEDERAL REVENUE - GENERAL PURPOSE					
5200 - General Purpose Direct Fed. Grants - Unassigned	-	-	-	-	-
Title I	38,964	59,596	79,801	100,313	139,034
Title II	-	-	-	-	-
Title III	-	-	-	-	-
IDEA Funding	3,477	14,437	61,140	74,660	88,696
CSP	250,000	300,000	212,500	537,500	-
Total 5200 - General Purpose Direct Fed. Grants - Unassigned	\$ 292,441	\$ 374,032	\$ 353,441	\$ 712,473	\$ 227,730
Custom FEDERAL REVENUE - GENERAL PURPOSE	-	-	-	-	-
TOTAL FEDERAL REVENUE - GENERAL PURPOSE	\$ 292,441	\$ 374,032	\$ 353,441	\$ 712,473	\$ 227,730
6000 - FEDERAL REVENUE - SPECIAL PURPOSE					
6100 - Special Purpose - OSPI Unassigned	-	-	-	-	-
6198 - School Food Services	93,376	110,679	143,993	178,695	215,328
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	\$ 93,376	\$ 110,679	\$ 143,993	\$ 178,695	\$ 215,328
Custom FEDERAL REVENUE - SPECIAL PURPOSE	-	-	-	-	-
TOTAL FEDERAL REVENUE - SPECIAL PURPOSE	\$ 93,376	\$ 110,679	\$ 143,993	\$ 178,695	\$ 215,328
7000 - OTHER SCHOOL DISTRICTS					
7100 - Program Participation, Unassigned	-	-	-	-	-
Custom OTHER SCHOOL DISTRICTS	-	-	-	-	-
TOTAL OTHER SCHOOL DISTRICTS	\$ -	\$ -	\$ -	\$ -	\$ -
8000 - OTHER ENTITIES					
8100 - Governmental Entities	-	-	-	-	-
8200 - Private Foundations	-	-	-	-	-
8500 - Educational Service Districts	-	-	-	-	-
Custom OTHER ENTITIES	-	-	-	-	-
TOTAL OTHER ENTITIES	\$ -	\$ -	\$ -	\$ -	\$ -
9000 - OTHER FINANCING SOURCES					
9500 - Long-Term Financing	-	-	-	-	-
9900 - Transfers	-	-	-	-	-
Custom OTHER FINANCING SOURCES	-	-	-	-	-
TOTAL OTHER FINANCING SOURCES	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ 4,345,506	\$ 5,680,681	\$ 7,239,398	\$ 8,726,470	\$ 9,409,185

Impact | Renton
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PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY					
Total Revenue	4,345,504	5,680,681	7,239,394	8,726,470	9,409,185
Total Expenses	3,642,483	4,900,413	6,405,043	7,722,960	8,681,331
Net Income	703,020	780,268	834,351	1,003,510	727,854
Revenue Per Pupil	17,244	16,610	16,994	17,111	15,840
Expenses Per Pupil	14,434	14,329	15,035	15,143	14,615

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	2021-22	2022-23	2023-24	2024-25	2025-26

EXPENSES					
ADMINISTRATIVE STAFF PERSONNEL COSTS					
Executive Management	-	-	-	-	-
Instructional Management	219,527	226,113	232,896	239,883	247,080
Deans, Directors & Coordinators	47,741	49,173	50,648	52,168	53,733
CFO / Director of Finance	-	-	-	-	-
Operation / Business Manager	147,121	170,075	193,717	199,528	205,514
Administrative Staff	-	-	-	-	-
Other - Administrative	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 414,389	\$ 445,361	\$ 477,261	\$ 491,579	\$ 506,327
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	656,334	894,802	1,213,350	1,468,529	1,731,362
Teachers - SPED	73,641	75,850	78,126	80,470	119,704
Substitute Teachers	-	-	-	-	-
Teaching Assistants	-	-	-	-	-
Specialty Teachers	-	-	-	-	-
Aides	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-
Other - Instructional	324,450	442,334	563,754	616,716	671,268
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 1,054,425	\$ 1,412,986	\$ 1,855,229	\$ 2,165,714	\$ 2,522,334
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	-	-	-	-	-
Librarian	-	-	-	-	-
Custodian	-	-	-	-	-
Security	-	-	-	-	-
Other - Non-Instructional	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL PERSONNEL EXPENSES	\$ 1,468,814	\$ 1,858,346	\$ 2,332,491	\$ 2,657,294	\$ 3,028,661
PAYROLL TAXES AND BENEFITS					
Social Security	91,066	115,217	144,614	164,752	187,777
Medicare	21,298	26,946	33,821	38,531	43,916
State Unemployment	30,845	39,025	48,982	55,803	63,602
Worker's Compensation Insurance	5,435	5,575	5,598	5,846	6,057
Custom Other Tax #1: WA Paid Family & Medical Leave Act	3,085	3,903	4,898	5,580	6,360
Custom Other Tax #2	-	-	-	-	-
Health Insurance	360,447	483,170	629,773	738,728	857,111
Dental Insurance	-	-	-	-	-
Vision Insurance	-	-	-	-	-
Life Insurance	-	-	-	-	-
Retirement Contribution	237,507	304,769	386,494	440,845	502,758
Custom Fringe #1	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	\$ 749,683	\$ 978,605	\$ 1,254,180	\$ 1,450,085	\$ 1,667,581
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 2,218,497	\$ 2,836,952	\$ 3,586,671	\$ 4,107,379	\$ 4,696,242
CONTRACTED SERVICES					
Accounting / Audit	10,000	10,200	10,404	10,612	10,824
Legal	10,612	10,824	11,041	11,262	11,487
Oversight Fee (3%)	107,963	148,074	198,981	231,017	264,135
Management Company Fee	346,003	484,404	670,803	792,017	920,403
Nurse Services	2,123	2,165	2,208	2,252	2,296
Food Service / School Lunch	157,608	278,066	353,290	431,412	512,518
Payroll Services	-	-	-	-	-
Special Ed Services	79,591	110,178	140,036	170,984	207,198
Titlement Services (i.e. Title I)	-	-	-	-	-
Custom Contracted Services #1: Dues & Membership	15,918	16,236	16,561	16,892	17,230
Custom Contracted Services #2: Business Services	-	-	-	-	-
Custom Contracted Services #3	-	-	-	-	-
TOTAL CONTRACTED SERVICES	\$ 729,818	\$ 1,060,148	\$ 1,403,324	\$ 1,666,448	\$ 1,946,092

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Net Income	703,020	780,266	834,354	1,003,510	727,854
Revenue Per Pupil	17,244	16,610	16,994	17,111	15,840
Expenses Per Pupil	14,434	14,329	15,015	15,143	14,615

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	2021-22	2022-23	2023-24	2024-25	2025-26

SCHOOL OPERATIONS					
Board Expenses	-	-	-	-	-
Classroom / Teaching Supplies & Materials	18,452	25,543	32,453	39,629	47,079
Special Ed Supplies & Materials	4,000	5,000	6,000	7,000	8,000
Textbooks / Workbooks	49,294	90,701	116,097	141,639	158,635
Supplies & Materials other	25,001	29,858	34,960	39,761	44,921
Equipment / Furniture	29,714	30,308	30,914	31,533	21,127
Telephone	636	636	636	636	636
Technology	43,976	160,512	200,641	246,788	251,724
Student Testing & Assessment	8,024	11,107	14,112	17,232	20,472
Field Trips	6,686	9,255	11,758	14,358	17,058
Transportation (student)	191,434	194,853	298,535	407,437	417,599
Student Services - other	9,551	12,989	16,626	20,284	24,138
Office Expense	2,040	2,081	2,122	2,165	2,208
Staff Development	16,236	16,561	16,892	17,230	17,575
Staff Recruitment	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-
Travel (Staff)	-	-	-	-	-
Fundraising	-	-	-	-	-
Custom Operations #1: Supplies & Materials for Food Service	9,800	9,800	9,800	9,800	9,800
Custom Operations #2: Student Information System	9,205	12,703	16,133	19,682	23,421
Custom Operations #3: Banking, Printing, Internet/Website, Postage	29,733	30,687	31,626	32,597	33,601
TOTAL SCHOOL OPERATIONS	\$ 453,782	\$ 642,595	\$ 839,307	\$ 1,047,772	\$ 1,097,995
FACILITY OPERATION & MAINTENANCE					
Insurance	17,171	23,770	30,200	36,878	43,812
Janitorial Services	31,999	33,873	54,851	72,233	85,813
Building and Land Rent / Lease	100,000	200,000	376,000	665,520	672,175
Repairs & Maintenance	27,546	38,132	48,447	59,160	70,282
Equipment / Furniture	-	-	-	-	-
Security Services	-	-	-	-	-
Utilities	63,672	64,945	66,244	67,569	68,921
Custom Facilities Operations #1	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-
Custom Facilities Operations #3	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$ 240,388	\$ 360,720	\$ 575,743	\$ 901,361	\$ 941,003
RESERVES / CONTINGENCY					
TOTAL EXPENSES	\$ 3,642,485	\$ 4,900,415	\$ 6,405,045	\$ 7,722,960	\$ 8,681,331
NET OPERATING INCOME (before Depreciation)	\$ 703,020	\$ 780,266	\$ 834,354	\$ 1,003,510	\$ 727,854
DEPRECIATION & AMORTIZATION					
NET OPERATING INCOME (including Depreciation)	\$ 703,020	\$ 780,266	\$ 834,354	\$ 1,003,510	\$ 727,854

Description of Assumptions

No data is populating here. Revenue assumption is \$4,213

Description of Assumptions

Description of Assumptions

Impact | Renton
Located in Renton School District
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

SUMMARY	
Total Revenue	900,000
Total Expenses	880,256
Net Income	19,744
Revenue Per Pupil	
Expenses Per Pupil	

Description of Assumptions

Start-Up
Period

REVENUE	
1000 - LOCAL TAXES	
1100 - Local Property Tax	-
1900 - Other Local Taxes	-
Custom LOCAL TAXES	-
TOTAL LOCAL TAXES	\$ -
2000 - LOCAL SUPPORT - NON-TAX	
2200 - Sale Of Goods, Supplies, & Services - Unassigned	-
2500 - Gifts Grants, and Donations (Local)	700,000
2298 - School Food Services	-
TOTAL LOCAL SUPPORT - NON-TAX	\$ 700,000
3000 - STATE REVENUE - GENERAL PURPOSE	
3100 - Apportionment	-
3121 - Special Education - General Apportionment	-
Custom STATE REVENUE - GENERAL PURPOSE	-
TOTAL STATE REVENUE - GENERAL PURPOSE	\$ -
4000 - STATE REVENUE - SPECIAL PURPOSE	
4121 - Special Education - State	-
4155 - Learning Assistance	-
4165 - Transitional Bilingual	-
4174 - Highly Capable	-
4198 - School Food Service	-
4199 - Transportation - Operations	-
Custom STATE REVENUE - SPECIAL PURPOSE	-
TOTAL STATE REVENUE - SPECIAL PURPOSE	\$ -
5000 - FEDERAL REVENUE - GENERAL PURPOSE	
5200 - General Purpose Direct Fed. Grants - Unassigned	-
Title I	-
Title II	-
Title III	-
IDEA Funding	-
CSP	200,000
Total 5200 - General Purpose Direct Fed. Grants - Unassigned	\$ 200,000
Custom FEDERAL REVENUE - GENERAL PURPOSE	-
TOTAL FEDERAL REVENUE - GENERAL PURPOSE	\$ 200,000
6000 - FEDERAL REVENUE - SPECIAL PURPOSE	
6100 - Special Purpose - OSPI Unassigned	-
6198 - School Food Services	-
Free Breakfast Reimbursement	-
Reduced Breakfast Reimbursement	-
Paid Breakfast Reimbursement	-
Free Lunch Reimbursement	-
Reduced Lunch Reimbursement	-
Paid Lunch Reimbursement	-
Snack Reimbursement	-
Total 6198 - School Food Services	\$ -
Custom FEDERAL REVENUE - SPECIAL PURPOSE	-
TOTAL FEDERAL REVENUE - SPECIAL PURPOSE	\$ -
7000 - OTHER SCHOOL DISTRICTS	
7100 - Program Participation, Unassigned	-
Custom OTHER SCHOOL DISTRICTS	-
TOTAL OTHER SCHOOL DISTRICTS	\$ -
8000 - OTHER ENTITIES	
8100 - Governmental Entities	-
8200 - Private Foundations	-
8500 - Educational Service Districts	-
Custom OTHER ENTITIES	-
TOTAL OTHER ENTITIES	\$ -
9000 - OTHER FINANCING SOURCES	
9500 - Long-Term Financing	-
9900 - Transfers	-
Custom OTHER FINANCING SOURCES	-
TOTAL OTHER FINANCING SOURCES	\$ -
TOTAL REVENUE	\$ 900,000

Impact | Renton
Located in Renton School District
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

SUMMARY	
Total Revenue	900,000
Total Expenses	880,256
Net Income	19,744
Revenue Per Pupil	
Expenses Per Pupil	

Description of Assumptions

Start-Up
Period

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management	-
Instructional Management	156,215
Deans, Directors & Coordinators	3,978
CFO / Director of Finance	-
Operation / Business Manager	61,697
Administrative Staff	-
Other - Administrative	-

TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS

\$ 221,890

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	104,515
Teachers - SPED	6,137
Substitute Teachers	-
Teaching Assistants	-
Specialty Teachers	-
Aides	-
Therapists & Counselors	-
Other - Instructional	51,100

TOTAL INSTRUCTIONAL PERSONNEL COSTS

\$ 161,752

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-
Librarian	-
Custodian	-
Security	-
Other - Non-Instructional	-

TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS

\$ -

TOTAL PERSONNEL EXPENSES

\$ 383,642

PAYROLL TAXES AND BENEFITS

Social Security	24,262
Medicare	5,674
State Unemployment	6,483
Worker's Compensation Insurance	5,261
Custom Other Tax #1: WA Paid Family & Medical Leave Act	580
Custom Other Tax #2	-
Health Insurance	73,626
Dental Insurance	-
Vision Insurance	-
Life Insurance	-
Retirement Contribution	59,212
Custom Fringe #1	-
Custom Fringe #2	-

TOTAL PAYROLL TAXES AND BENEFITS

\$ 175,098

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES

\$ 558,740

CONTRACTED SERVICES

Accounting / Audit	5,202
Legal	10,404
Oversight Fee (3%)	-
Management Company Fee	-
Nurse Services	2,081
Food Service / School Lunch	-
Payroll Services	-
Special Ed Services	-
Titlement Services (i.e. Title I)	-
Custom Contracted Services #1: Dues & Membership	15,606
Custom Contracted Services #2: Business Services	10,000
Custom Contracted Services #3	-

TOTAL CONTRACTED SERVICES

\$ 43,293

Impact | Renton
Located in Renton School District
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

SUMMARY	
Total Revenue	900,000
Total Expenses	880,256
Net Income	19,744
Revenue Per Pupil	
Expenses Per Pupil	

Description of Assumptions

Start-Up
Period

SCHOOL OPERATIONS

Board Expenses	-
Classroom / Teaching Supplies & Materials	17,000
Special Ed Supplies & Materials	1,000
Textbooks / Workbooks	25,200
Supplies & Materials other	2,500
Equipment / Furniture	85,313
Telephone	636
Technology	112,274
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	2,000
Staff Development	15,606
Staff Recruitment	-
Student Recruitment / Marketing	-
School Meals / Lunch	-
Travel (Staff)	-
Fundraising	-
Custom Operations #1: Supplies & Materials for Food Service	2,500
Custom Operations #2: Student Information System	2,750
Custom Operations #3: Banking, Printing, Internet/Website, Postage	11,444

TOTAL SCHOOL OPERATIONS **\$ 278,223**

FACILITY OPERATION & MAINTENANCE

Insurance	-
Janitorial Services	-
Building and Land Rent / Lease	-
Repairs & Maintenance	-
Equipment / Furniture	-
Security Services	-
Utilities	-
Custom Facilities Operations #1	-
Custom Facilities Operations #2	-
Custom Facilities Operations #3	-

TOTAL FACILITY OPERATION & MAINTENANCE **\$ -**

RESERVES / CONTINGENCY

-

TOTAL EXPENSES **\$ 880,256**

NET OPERATING INCOME (before Depreciation) **\$ 19,744**

DEPRECIATION & AMORTIZATION **-**

NET OPERATING INCOME (including Depreciation) **\$ 19,744**

SUMMARY														
Total Revenue	700,000	-	-	-	-	-	-	-	-	-	-	-	-	200,000
Total Expenses	20,916	20,916	20,916	20,916	20,916	20,916	35,892	35,892	46,757	129,349	132,103	-	-	374,773
Net income	679,083	(20,916)	(20,916)	(20,916)	(20,916)	(20,916)	(35,892)	(35,892)	(46,757)	(129,349)	(132,103)	-	-	(174,773)
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	679,083	658,166	637,254	616,338	595,423	574,507	538,614	502,724	455,968	326,619	194,517	-	194,517
Ending Cash Balance	679,083	658,166	637,254	616,338	595,423	574,507	538,614	502,724	455,968	326,619	194,517	-	19,741	-

September	October	November	December	January	February	March	April	May	June	July	August
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SUMMARY													
Total Revenue	700,000	-	-	-	-	-	-	-	-	-	-	-	200,000
Total Expenses	(20,916)	(20,916)	(20,916)	(20,916)	(20,916)	(20,916)	(20,916)	(35,892)	(35,892)	(46,757)	(129,349)	(132,103)	374,773
Net Income	679,083	(20,916)	(20,916)	(20,916)	(20,916)	(20,916)	(20,916)	(35,892)	(35,892)	(46,757)	(129,349)	(132,103)	(174,773)
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	679,083	658,166	637,250	616,333	595,417	574,500	538,616	502,722	455,966	326,619	194,517	19,744
Ending Cash Balance	679,083	658,166	637,250	616,333	595,417	574,500	538,616	502,722	455,966	326,619	194,517	19,744	
	September	October	November	December	January	February	March	April	May	June	July	August	

ADMINISTRATIVE STAFF PERSONNEL COSTS												
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	10,300	10,300	10,300	10,300	10,300	10,300	10,300	10,300	17,761	17,761	17,761	20,532
Deans, Directors & Coordinators												3,978
CFO / Director of Finance												
Operation / Business Manager							10,283	10,283	10,283	10,283	10,283	10,282
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-
Other - Administrative	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 10,300	\$ 10,300	\$ 10,300	\$ 10,300	\$ 10,300	\$ 10,300	\$ 20,583	\$ 20,583	\$ 28,044	\$ 28,044	\$ 28,044	\$ 34,792

Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	104,515
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	6,137
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-
Other - Instructional	-	-	-	-	-	-	-	-	-	-	-	51,100
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$	-	\$	-	\$	-	\$	-	\$	-	\$	161,752

Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Other - Non-Instructional	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL PERSONNEL EXPENSES	\$ 10,300	\$ 10,300	\$ 10,300	\$ 10,300	\$ 10,300	\$ 10,300	\$ 10,300	\$ 20,583	\$ 20,583	\$ 28,044	\$ 28,044	\$ 28,044	\$ 196,544

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TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$	15,001	\$	15,001	\$	15,001	\$	15,001	\$	15,001	\$	15,001	\$	29,977	\$	29,977	\$	40,843	\$	40,843	\$	40,843	\$	286,251
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Impact | Renton
Located in Renton School District
PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PEI

SUMMARY												
Total Revenue	700,000	-	-	-	-	-	-	-	-	-	-	200,000
Total Expenses	20,916	20,916	20,916	20,916	20,916	20,916	35,892	35,892	46,757	129,349	132,103	374,773
Net Income	679,085	(20,916)	(20,916)	(20,916)	(20,916)	(20,916)	(35,892)	(35,892)	(46,757)	(129,349)	(132,103)	(174,773)
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	679,085	658,169	637,254	616,338	595,423	574,507	538,614	502,724	455,968	326,619	194,517
Ending Cash Balance	679,085	658,169	637,254	616,338	595,423	574,507	538,614	502,724	455,968	326,619	194,517	19,741
	September	October	November	December	January	February	March	April	May	June	July	August
SCHOOL OPERATIONS												
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	5,666	5,667	5,667
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	333	333	334
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	8,400	8,400	8,400
Supplies & Materials other	-	-	-	-	-	-	-	-	-	833	833	834
Equipment / Furniture	-	-	-	-	-	-	-	-	-	28,437	28,438	28,438
Telephone	53	53	53	53	53	53	53	53	53	53	53	53
Technology	-	-	-	-	-	-	-	-	-	37,424	37,425	37,425
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-	-	-	666	667	667
Staff Development	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-
Custom Operations #1: Supplies & Materials for Food	-	-	-	-	-	-	-	-	-	833	833	834
Custom Operations #2: Student Information System	-	-	-	-	-	-	-	-	-	-	2,750	-
Custom Operations #3: Banking, Printing,	954	954	954	954	954	954	954	954	953	953	953	953
TOTAL SCHOOL OPERATIONS	\$ 2,308	\$ 2,308	\$ 2,308	\$ 2,308	\$ 2,308	\$ 2,308	\$ 2,308	\$ 2,308	\$ 2,307	\$ 84,899	\$ 87,653	\$ 84,906
FACILITY OPERATION & MAINTENANCE												
Insurance	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial Services	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-
Security Services	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-
Custom Facilities Operations #1	-	-	-	-	-	-	-	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-	-	-	-	-	-	-
Custom Facilities Operations #3	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
RESERVES / CONTINGENCY												
TOTAL EXPENSES	\$ 20,916	\$ 20,916	\$ 20,916	\$ 20,916	\$ 20,916	\$ 20,916	\$ 35,892	\$ 35,892	\$ 46,757	\$ 129,349	\$ 132,103	\$ 374,773
NET OPERATING INCOME (before Depreciation)	\$ 679,085	\$ (20,916)	\$ (20,916)	\$ (20,916)	\$ (20,916)	\$ (20,916)	\$ (35,892)	\$ (35,892)	\$ (46,757)	\$ (129,349)	\$ (132,103)	\$ (174,773)
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	\$ 679,085	\$ (20,916)	\$ (20,916)	\$ (20,916)	\$ (20,916)	\$ (20,916)	\$ (35,892)	\$ (35,892)	\$ (46,757)	\$ (129,349)	\$ (132,103)	\$ (174,773)

RIOD

SUMMARY		CHECK vs. Budget (Must Be Zero)	Description of Assumptions
Total Revenue	900,000	-	
Total Expenses	880,250	-	
Net Income	19,740	-	
Cash Flow Adjustments		-	
Beginning Cash Balance		-	
Ending Cash Balance	19,740	-	
TOTAL			
REVENUE			
1000 - LOCAL TAXES			
1100 - Local Property Tax	-	-	
1900 - Other Local Taxes	-	-	
Custom LOCAL TAXES	-	-	
TOTAL LOCAL TAXES	\$ -	-	
2000 - LOCAL SUPPORT - NON-TAX			
2200 - Sale Of Goods, Supplies, & Services - Unassigned	-	-	
2500 - Gifts Grants, and Donations (Local)	700,000	-	
2298 - School Food Services	-	-	
TOTAL LOCAL SUPPORT - NON-TAX	\$ 700,000	-	
3000 - STATE REVENUE - GENERAL PURPOSE			
3100 - Apportionment	-	-	
3121 - Special Education - General Apportionment	-	-	
Custom STATE REVENUE - GENERAL PURPOSE	-	-	
TOTAL STATE REVENUE - GENERAL PURPOSE	\$ -	-	
4000 - STATE REVENUE - SPECIAL PURPOSE			
4121 - Special Education - State	-	-	
4155 - Learning Assistance	-	-	
4165 - Transitional Bilingual	-	-	
4174 - Highly Capable	-	-	
4198 - School Food Service	-	-	
4199 - Transportation - Operations	-	-	
Custom STATE REVENUE - SPECIAL PURPOSE	-	-	
TOTAL STATE REVENUE - SPECIAL PURPOSE	\$ -	-	
5000 - FEDERAL REVENUE - GENERAL PURPOSE			
5200 - General Purpose Direct Fed. Grants - Unassigned	-	-	
Title I	-	-	
Title II	-	-	
Title III	-	-	
IDEA Funding	-	-	
CSP	200,000	-	
Total 5200 - General Purpose Direct Fed. Grants -	\$ 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	-	-	
8500 - Educational Service Districts	-	-	
Custom OTHER ENTITIES	-	-	
TOTAL OTHER ENTITIES	\$ -	-	
9000 - OTHER FINANCING SOURCES			
9500 - Long-Term Financing	-	-	
9900 - Transfers	-	-	
Custom OTHER FINANCING SOURCES	-	-	
TOTAL OTHER FINANCING SOURCES	\$ -	-	
TOTAL REVENUE	\$ 900,000	-	

RIOD

SUMMARY		CHECK vs. Budget (Must Be Zero)	Description of Assumptions
Total Revenue	900,000	-	
Total Expenses	880,256	-	
Net Income	19,744	-	
Cash Flow Adjustments		-	
Beginning Cash Balance		-	
Ending Cash Balance	19,744	-	
	TOTAL		
EXPENSES			
ADMINISTRATIVE STAFF PERSONNEL COSTS			
Executive Management	-	-	
Instructional Management	156,215	-	
Deans, Directors & Coordinators	3,978	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	61,697	-	
Administrative Staff	-	-	
Other - Administrative	-	-	
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 221,890	-	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	104,515	-	
Teachers - SPED	6,137	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other - Instructional	51,100	-	
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 161,752	-	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other - Non-Instructional	-	-	
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -	-	
TOTAL PERSONNEL EXPENSES	\$ 383,642	-	
PAYROLL TAXES AND BENEFITS			
Social Security	24,262	-	
Medicare	5,674	-	
State Unemployment	6,483	-	
Worker's Compensation Insurance	5,261	-	
Custom Other Tax #1: WA Paid Family & Medical Leave Act	580	-	
Custom Other Tax #2	-	-	
Health Insurance	73,626	-	
Dental Insurance	-	-	
Vision Insurance	-	-	
Life Insurance	-	-	
Retirement Contribution	59,212	-	
Custom Fringe #1	-	-	
Custom Fringe #2	-	-	
TOTAL PAYROLL TAXES AND BENEFITS	\$ 175,098	-	
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 558,740	-	
CONTRACTED SERVICES			
Accounting / Audit	5,202	-	
Legal	10,404	-	
Oversight Fee (3%)	-	-	
Management Company Fee	-	-	
Nurse Services	2,081	-	
Food Service / School Lunch	-	-	
Payroll Services	-	-	
Special Ed Services	-	-	
Titlement Services (i.e. Title I)	-	-	
Custom Contracted Services #1: Dues & Membership	15,606	-	
Custom Contracted Services #2: Business Services	10,000	-	
Custom Contracted Services #3	-	-	
TOTAL CONTRACTED SERVICES	\$ 43,293	-	

RIOD

SUMMARY		CHECK vs. Budget (Must Be Zero)	Description of Assumptions
Total Revenue	900,000	-	
Total Expenses	880,256	-	
Net Income	19,744	-	
Cash Flow Adjustments		-	
Beginning Cash Balance		-	
Ending Cash Balance	19,744	-	
	TOTAL		
SCHOOL OPERATIONS			
Board Expenses	-	-	
Classroom / Teaching Supplies & Materials	17,000	-	
Special Ed Supplies & Materials	1,000	-	
Textbooks / Workbooks	25,200	-	
Supplies & Materials other	2,500	-	
Equipment / Furniture	85,313	-	
Telephone	636	-	
Technology	112,274	-	
Student Testing & Assessment	-	-	
Field Trips	-	-	
Transportation (student)	-	-	
Student Services - other	-	-	
Office Expense	2,000	-	
Staff Development	15,606	-	
Staff Recruitment	-	-	
Student Recruitment / Marketing	-	-	
School Meals / Lunch	-	-	
Travel (Staff)	-	-	
Fundraising	-	-	
Custom Operations #1: Supplies & Materials for Food	2,500	-	
Custom Operations #2: Student Information System	2,750	-	
Custom Operations #3: Banking, Printing,	11,444	-	
TOTAL SCHOOL OPERATIONS	\$ 278,223	-	
FACILITY OPERATION & MAINTENANCE			
Insurance	-	-	
Janitorial Services	-	-	
Building and Land Rent / Lease	-	-	
Repairs & Maintenance	-	-	
Equipment / Furniture	-	-	
Security Services	-	-	
Utilities	-	-	
Custom Facilities Operations #1	-	-	
Custom Facilities Operations #2	-	-	
Custom Facilities Operations #3	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	\$ -	-	
RESERVES / CONTINGENCY	-	-	
TOTAL EXPENSES	\$ 880,256	-	
NET OPERATING INCOME (before Depreciation)	\$ 19,744	-	
DEPRECIATION & AMORTIZATION	-	-	
NET OPERATING INCOME (including Depreciation)	\$ 19,744	-	

Impact | Renton
Located in Renton School District
YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY													
Total Revenue	315,430	339,314	339,319	213,362	344,625	344,625	344,624	344,624	344,624	218,666	221,230	615,181	359,877
Total Expenses	305,883	302,711	293,204	305,883	305,982	317,566	307,563	326,215	294,888	280,609	282,197	319,774	
Net Income	9,547	36,606	46,115	(92,521)	38,643	27,059	37,059	18,409	49,736	(61,943)	(60,967)	295,406	359,877
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	19,744	29,291	65,896	112,011	19,490	58,138	85,197	122,251	140,656	190,392	128,449	67,482	362,888
Ending Cash Balance	29,291	65,896	112,011	19,490	58,138	85,197	122,251	140,656	190,392	128,449	67,482	362,888	722,765

September	October	November	December	January	February	March	April	May	June	July	August	September + Subsequent Items
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REVENUE

1000 - LOCAL TAXES												
1100 - Local Property Tax	-	-	-	-	-	-	-	-	-	-	-	-
1900 - Other Local Taxes	-	-	-	-	-	-	-	-	-	-	-	-
Custom LOCAL TAXES	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LOCAL TAXES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

2000 - LOCAL SUPPORT - NON-TAX												
2200 - Sale Of Goods, Supplies, & Services - Unassigned	-	-	-	-	-	-	-	-	-	-	-	-
2500 - Gifts Grants, and Donations (Local)	300,000	-	-	-	-	-	-	-	-	-	-	-
2298 - School Food Services	6,092	6,092	6,092	6,092	6,092	6,092	6,092	6,092	6,093	6,093	-	-
TOTAL LOCAL SUPPORT - NON-TAX	\$ 306,092	\$ 6,092	\$ 6,092	\$ 6,092	\$ 6,092	\$ 6,092	\$ 6,092	\$ 6,092	\$ 6,093	\$ 6,093	\$ -	\$ -

3000 - STATE REVENUE - GENERAL PURPOSE													
3100 - Apportionment	-	290,563	290,563	177,566	290,563	290,563	290,563	290,563	290,563	177,566	193,709	322,848	322,848
3121 - Special Education - General Apportionment	-	891	891	545	891	891	891	891	891	545	594	990	990
Custom STATE REVENUE - GENERAL PURPOSE	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL STATE REVENUE - GENERAL PURPOSE	\$ -	\$ 291,454	\$ 291,454	\$ 178,111	\$ 291,454	\$ 291,454	\$ 291,454	\$ 291,454	\$ 291,454	\$ 178,111	\$ 194,303	\$ 323,838	\$ 323,838

4000 - STATE REVENUE - SPECIAL PURPOSE													
4121 - Special Education - State	-	2,650	2,650	1,619	2,650	2,650	2,650	2,650	2,650	1,619	1,766	2,944	2,944
4155 - Learning Assistance	-	20,542	20,542	12,553	20,542	20,542	20,542	20,542	20,542	12,553	13,695	22,824	22,824
4165 - Transitional Bilingual	-	5,505	5,505	3,364	5,505	5,505	5,505	5,505	5,505	3,364	3,670	6,116	6,116
4174 - Highly Capable	-	742	742	453	742	742	742	742	742	453	494	824	824
4198 - School Food Service	-	-	-	-	-	-	-	-	-	-	-	-	-
4199 - Transportation - Operations	-	2,997	2,997	1,831	2,997	2,997	2,997	2,997	2,997	1,831	1,998	3,330	3,330
Custom STATE REVENUE - SPECIAL PURPOSE	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL STATE REVENUE - SPECIAL PURPOSE	\$ -	\$ 32,435	\$ 32,435	\$ 19,821	\$ 32,435	\$ 32,435	\$ 32,435	\$ 32,435	\$ 32,435	\$ 19,821	\$ 21,623	\$ 36,039	\$ 36,039

5000 - FEDERAL REVENUE - GENERAL PURPOSE																				
5200 - General Purpose Direct Fed. Grants - Unassigned	-	-	-	-	-	-	-	-	-	-	-	-	-							
Title I	-	-	-	-	4,871	4,871	4,871	4,871	4,870	4,870	4,870	4,870	-							
Title II	-	-	-	-	-	-	-	-	-	-	-	-	-							
Title III	-	-	-	-	-	-	-	-	-	-	-	-	-							
IDEA Funding	-	-	-	-	435	435	435	435	435	434	434	434	-							
CSP	-	-	-	-	-	-	-	-	-	-	-	250,000	-							
Total 5200 - General Purpose Direct Fed. Grants -	\$	-	\$	-	\$	5,306	\$	5,306	\$	5,306	\$	5,305	\$	5,304	\$	5,304	\$	255,304	\$	-
Custom FEDERAL REVENUE - GENERAL PURPOSE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FEDERAL REVENUE - GENERAL PURPOSE	\$	-	\$	-	\$	5,306	\$	5,306	\$	5,306	\$	5,305	\$	5,304	\$	5,304	\$	255,304	\$	-

6000 - FEDERAL REVENUE - SPECIAL PURPOSE													
6100 - Special Purpose - OSPI Unassigned	-	-	-	-	-	-	-	-	-	-	-	-	-
6198 - School Food Services	9,338	9,338	9,338	9,338	9,338	9,338	9,337	9,337	9,337	9,337	-	-	-
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	\$ 9,338	\$ 9,338	\$ 9,338	\$ 9,338	\$ 9,338	\$ 9,338	\$ 9,337	\$ 9,337	\$ 9,337	\$ 9,337	\$ -	\$ -	\$ -
Custom FEDERAL REVENUE - SPECIAL PURPOSE	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FEDERAL REVENUE - SPECIAL PURPOSE	\$ 9,338	\$ 9,338	\$ 9,338	\$ 9,338	\$ 9,338	\$ 9,338	\$ 9,337	\$ 9,337	\$ 9,337	\$ 9,337	\$ -	\$ -	\$ -

7000 - OTHER SCHOOL DISTRICTS												
7100 - Program Participation, Unassigned	-	-	-	-	-	-	-	-	-	-	-	-
Custom OTHER SCHOOL DISTRICTS	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL OTHER SCHOOL DISTRICTS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

8000 - OTHER ENTITIES													
8100 - Governmental Entities	-	-	-	-	-	-	-	-	-	-	-	-	-
8200 - Private Foundations	-	-	-	-	-	-	-	-	-	-	-	-	-
8500 - Educational Service Districts	-	-	-	-	-	-	-	-	-	-	-	-	-
Custom OTHER ENTITIES	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL OTHER ENTITIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

9000 - OTHER FINANCING SOURCES													
9500 - Long-Term Financing	-	-	-	-	-	-	-	-	-	-	-	-	-
9900 - Transfers	-	-	-	-	-	-	-	-	-	-	-	-	-
Custom OTHER FINANCING SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL OTHER FINANCING SOURCES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ 315,430	\$ 339,319	\$ 339,319	\$ 213,362	\$ 344,625	\$ 344,625	\$ 344,624	\$ 344,624	\$ 344,624	\$ 218,666	\$ 221,230	\$ 615,181	\$ 359,877

Impact | Renton
Located in Renton School District
YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY													
Total Revenue	315,430	339,314	339,319	213,362	344,623	344,623	344,624	344,624	344,624	218,666	221,230	615,181	359,877
Total Expenses	305,883	302,711	293,204	305,883	305,982	317,566	307,565	326,213	294,888	280,609	282,191	319,774	
Net Income	9,547	36,603	46,115	(92,521)	38,641	27,057	37,059	18,410	49,736	(61,943)	(60,961)	295,407	359,877
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	19,744	29,292	65,896	112,011	19,490	58,133	85,192	122,253	140,656	190,391	128,443	67,482	362,888
Ending Cash Balance	29,292	65,895	112,011	19,490	58,133	85,192	122,253	140,656	190,392	128,444	67,482	362,888	722,765

September	October	November	December	January	February	March	April	May	June	July	August	September + Subsequent Items
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS													
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	16,761	16,761	16,761	16,761	16,761	16,761	16,761	16,761	16,761	16,761	16,761	16,761	35,151
Deans, Directors & Coordinators	3,978	3,978	3,978	3,978	3,978	3,978	3,978	3,978	3,978	3,978	3,978	3,978	3,978
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	12,260	12,260	12,260	12,260	12,260	12,260	12,260	12,260	12,260	12,260	12,260	12,260	12,260
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
Other - Administrative	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 33,000	\$ 33,000	\$ 33,000	\$ 33,000	\$ 33,000	\$ 33,000	\$ 33,000	\$ 33,000	\$ 33,000	\$ 33,000	\$ 33,000	\$ 33,000	\$ 51,389

INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	54,695	54,695	54,695	54,695	54,695	54,695	54,695	54,695	54,695	54,695	54,695	54,695	-
Teachers - SPED	6,137	6,137	6,137	6,137	6,137	6,137	6,137	6,137	6,137	6,137	6,137	6,137	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-
Other - Instructional	27,038	27,038	27,038	27,038	27,038	27,038	27,038	27,038	27,038	27,038	27,038	27,038	-
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 87,869	\$ 87,869	\$ 87,869	\$ 87,869	\$ 87,869	\$ 87,869	\$ 87,869	\$ 87,869	\$ 87,869	\$ 87,869	\$ 87,869	\$ 87,869	\$ -

NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Other - Non-Instructional	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL PERSONNEL EXPENSES	\$ 120,869	\$ 120,869	\$ 120,869	\$ 120,869	\$ 120,869	\$ 120,869	\$ 120,869	\$ 120,869	\$ 120,869	\$ 120,869	\$ 120,869	\$ 139,258	\$ -

PAYROLL TAXES AND BENEFITS													
Social Security	7,458	7,458	7,458	7,458	7,458	7,458	7,458	7,458	7,458	7,458	7,458	9,027	-
Medicare	1,744	1,744	1,744	1,744	1,744	1,744	1,744	1,744	1,744	1,744	1,744	2,111	-
State Unemployment	2,539	2,539	2,539	2,539	2,539	2,539	2,539	2,539	2,539	2,539	2,539	2,913	-
Worker's Compensation Insurance	448	448	448	448	448	448	448	448	448	448	448	507	-
Custom Other Tax #1: WA Paid Family & Medical Leave Act	254	254	254	254	254	254	254	254	254	254	254	291	-
Custom Other Tax #2	-	-	-	-	-	-	-	-	-	-	-	-	-
Health Insurance	29,673	29,673	29,673	29,673	29,673	29,673	29,673	29,673	29,673	29,673	29,673	34,044	-
Dental Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-
Vision Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-
Life Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-
Retirement Contribution	19,552	19,552	19,552	19,552	19,552	19,552	19,552	19,552	19,552	19,552	19,552	22,435	-
Custom Fringe #1	-	-	-	-	-	-	-	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	\$ 61,669	\$ 61,669	\$ 61,669	\$ 61,669	\$ 61,669	\$ 61,669	\$ 61,669	\$ 61,669	\$ 61,669	\$ 61,669	\$ 61,669	\$ 71,328	\$ -
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 182,537	\$ 182,537	\$ 182,537	\$ 182,537	\$ 182,537	\$ 182,537	\$ 182,537	\$ 182,537	\$ 182,537	\$ 182,537	\$ 182,537	\$ 210,586	\$ -

CONTRACTED SERVICES													
Accounting / Audit						10,000							-
Legal	884	884	884	884	884	884	884	884	884	884	884	884	-
Oversight Fee (3%)	8,997	8,997	8,997	8,997	8,997	8,997	8,997	8,997	8,997	8,997	8,997	8,997	-
Management Company Fee	30,084	26,914	17,405	30,084	30,183	31,767	31,767	31,767	19,089	22,259	41,303	33,381	-
Nurse Services	177	177	177	177	177	177	177	177	177	177	177	177	-
Food Service / School Lunch	15,761	15,761	15,761	15,761	15,761	15,761	15,761	15,761	15,761	15,761	7,880	7,879	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	6,633	6,633	6,633	6,633	6,633	6,633	6,633	6,633	6,633	6,633	6,633	6,633	-
Titlment Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
Custom Contracted Services #1: Dues & Membership	1,327	1,327	1,327	1,327	1,327	1,327	1,327	1,327	1,327	1,327	1,327	1,327	-
Custom Contracted Services #2: Business Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Custom Contracted Services #3	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	\$ 63,862	\$ 60,692	\$ 51,183	\$ 63,862	\$ 63,961	\$ 75,545	\$ 65,545	\$ 65,545	\$ 52,867	\$ 48,156	\$ 59,320	\$ 59,277	\$ -

Impact | Renton
Located in Renton School District
YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY													
Total Revenue	315,430	339,314	339,314	213,364	344,624	344,624	344,624	344,624	344,624	218,664	221,230	615,184	359,877
Total Expenses	305,883	302,711	293,204	305,883	305,982	317,566	307,565	326,213	294,888	280,609	282,191	319,774	
Net Income	9,547	36,606	46,115	(92,521)	38,643	27,059	37,059	18,405	49,736	(61,943)	(60,967)	295,406	359,877
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	19,744	29,291	65,896	112,011	19,490	58,133	85,192	122,251	140,656	190,391	128,443	67,482	362,888
Ending Cash Balance	29,291	65,896	112,011	19,490	58,133	85,192	122,251	140,656	190,391	128,443	67,482	362,888	722,765

September	October	November	December	January	February	March	April	May	June	July	August	September + Subsequent Items
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SCHOOL OPERATIONS	-	-	-	-	-	-	-	-	-	-	-	-	-
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	-
Special Ed Supplies & Materials	333	333	333	333	333	333	333	333	333	333	333	333	-
Textbooks / Workbooks	3,286	3,286	3,286	3,286	3,286	3,286	3,286	13,148	3,286	3,286	3,286	3,286	-
Supplies & Materials other	2,083	2,083	2,083	2,084	2,084	2,084	2,084	2,084	2,084	2,084	2,084	2,084	-
Equipment / Furniture	2,476	2,476	2,476	2,476	2,476	2,476	2,476	2,476	2,476	2,476	2,476	2,476	-
Telephone	53	53	53	53	53	53	53	53	53	53	53	53	-
Technology	2,932	2,932	2,932	2,932	2,932	2,932	2,932	11,724	2,932	2,932	2,932	2,932	-
Student Testing & Assessment	669	669	669	669	669	669	669	669	669	669	669	669	-
Field Trips	557	557	557	557	557	557	557	557	557	557	557	557	-
Transportation (student)	19,143	19,143	19,143	19,143	19,143	19,143	19,143	19,143	19,143	9,575	-	9,572	-
Student Services - other	796	796	796	796	796	796	796	796	796	796	796	796	-
Office Expense	170	170	170	170	170	170	170	170	170	170	170	170	-
Staff Development	1,353	1,353	1,353	1,353	1,353	1,353	1,353	1,353	1,353	1,353	1,353	1,353	-
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Custom Operations #1: Supplies & Materials for Food	817	817	817	817	817	817	817	817	817	817	817	817	-
Custom Operations #2: Student Information System	767	767	767	767	767	767	767	767	767	767	767	767	-
Custom Operations #3: Banking, Printing,	2,478	2,478	2,478	2,478	2,478	2,478	2,478	2,478	2,478	2,478	2,478	2,478	-
TOTAL SCHOOL OPERATIONS	\$ 39,451	\$ 39,451	\$ 39,451	\$ 39,451	\$ 39,451	\$ 39,451	\$ 39,451	\$ 58,105	\$ 39,451	\$ 29,883	\$ 20,307	\$ 29,879	\$ -
FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-	-	-	-	-	-	-
Insurance	1,431	1,431	1,431	1,431	1,431	1,431	1,431	1,431	1,431	1,431	1,431	1,431	-
Janitorial Services	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	-
Building and Land Rent / Lease	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,334	8,334	8,334	8,334	-
Repairs & Maintenance	2,296	2,296	2,296	2,296	2,296	2,296	2,296	2,296	2,296	2,296	2,296	2,296	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	5,306	5,306	5,306	5,306	5,306	5,306	5,306	5,306	5,306	5,306	5,306	5,306	-
Custom Facilities Operations #1	-	-	-	-	-	-	-	-	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-	-	-	-	-	-	-	-
Custom Facilities Operations #3	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$ 20,033	\$ 20,033	\$ 20,032	\$ 20,032	\$ 20,032	\$ 20,032	\$ 20,032	\$ 20,032	\$ 20,033	\$ 20,033	\$ 20,033	\$ 20,032	\$ -
RESERVES / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	\$ 305,883	\$ 302,713	\$ 293,204	\$ 305,883	\$ 305,982	\$ 317,566	\$ 307,565	\$ 326,219	\$ 294,888	\$ 280,609	\$ 282,197	\$ 319,774	\$ -
NET OPERATING INCOME (before Depreciation)	\$ 9,547	\$ 36,606	\$ 46,115	\$ (92,521)	\$ 38,643	\$ 27,059	\$ 37,059	\$ 18,405	\$ 49,736	\$ (61,943)	\$ (60,967)	\$ 295,406	\$ 359,877
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	\$ 9,547	\$ 36,606	\$ 46,115	\$ (92,521)	\$ 38,643	\$ 27,059	\$ 37,059	\$ 18,405	\$ 49,736	\$ (61,943)	\$ (60,967)	\$ 295,406	\$ 359,877

SUMMARY		CHECK vs. Budget (Must Be Zero)	Description of Assumptions
Total Revenue	4,345,505	(0)	
Total Expenses	3,642,485	(1)	
Net Income	703,020	0	
Cash Flow Adjustments	-		
Beginning Cash Balance	19,744		
Ending Cash Balance	722,765		
	TOTAL		
REVENUE			
1000 - LOCAL TAXES			
1100 - Local Property Tax	-	-	
1900 - Other Local Taxes	-	-	
Custom LOCAL TAXES	-	-	
TOTAL LOCAL TAXES	\$ -	-	
2000 - LOCAL SUPPORT - NON-TAX			
2200 - Sale Of Goods, Supplies, & Services - Unassigned	-	-	
2500 - Gifts Grants, and Donations (Local)	300,000	-	
2298 - School Food Services	60,922	-	
TOTAL LOCAL SUPPORT - NON-TAX	\$ 360,922	-	
3000 - STATE REVENUE - GENERAL PURPOSE			
3100 - Apportionment	3,228,477	-	
3121 - Special Education - General Apportionment	9,903	-	
Custom STATE REVENUE - GENERAL PURPOSE	-	-	
TOTAL STATE REVENUE - GENERAL PURPOSE	\$ 3,238,380	-	
4000 - STATE REVENUE - SPECIAL PURPOSE			
4121 - Special Education - State	29,440	-	
4155 - Learning Assistance	228,242	-	
4165 - Transitional Bilingual	61,164	-	
4174 - Highly Capable	8,240	-	
4198 - School Food Service	-	-	
4199 - Transportation - Operations	33,299	-	
Custom STATE REVENUE - SPECIAL PURPOSE	-	-	
TOTAL STATE REVENUE - SPECIAL PURPOSE	\$ 360,386	-	
5000 - FEDERAL REVENUE - GENERAL PURPOSE			
5200 - General Purpose Direct Fed. Grants - Unassigned	-	-	
Title I	38,964	(0)	
Title II	-	-	
Title III	-	-	
IDEA Funding	3,477	0	
CSP	250,000	-	
Total 5200 - General Purpose Direct Fed. Grants -	\$ 292,441	(0)	
Custom FEDERAL REVENUE - GENERAL PURPOSE	-	-	
TOTAL FEDERAL REVENUE - GENERAL PURPOSE	\$ 292,441	(0)	
6000 - FEDERAL REVENUE - SPECIAL PURPOSE			
6100 - Special Purpose - OSPI Unassigned	-	-	
6198 - School Food Services	93,376	-	
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	\$ 93,376	-	
Custom FEDERAL REVENUE - SPECIAL PURPOSE	-	-	
TOTAL FEDERAL REVENUE - SPECIAL PURPOSE	\$ 93,376	-	
7000 - OTHER SCHOOL DISTRICTS			
7100 - Program Participation, Unassigned	-	-	
Custom OTHER SCHOOL DISTRICTS	-	-	
TOTAL OTHER SCHOOL DISTRICTS	\$ -	-	
8000 - OTHER ENTITIES			
8100 - Governmental Entities	-	-	
8200 - Private Foundations	-	-	
8500 - Educational Service Districts	-	-	
Custom OTHER ENTITIES	-	-	
TOTAL OTHER ENTITIES	\$ -	-	
9000 - OTHER FINANCING SOURCES			
9500 - Long-Term Financing	-	-	
9900 - Transfers	-	-	
Custom OTHER FINANCING SOURCES	-	-	
TOTAL OTHER FINANCING SOURCES	\$ -	-	
TOTAL REVENUE	\$ 4,345,505	(0)	
EXPENSES			
ADMINISTRATIVE STAFF PERSONNEL COSTS			
Executive Management	-	-	
Instructional Management	219,527	(0)	
Deans, Directors & Coordinators	47,741	0	
CFO / Director of Finance	-	-	
Operation / Business Manager	147,121	(0)	
Administrative Staff	-	-	
Other - Administrative	-	-	
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 414,389	(0)	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	656,334	-	
Teachers - SPED	73,641	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other - Instructional	324,450	-	
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 1,054,425	-	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other - Non-Instructional	-	-	
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -	-	
TOTAL PERSONNEL EXPENSES	\$ 1,468,814	(0)	
PAYROLL TAXES AND BENEFITS			
Social Security	91,066	(0)	

SUMMARY		CHECK vs. Budget (Must Be Zero)	Description of Assumptions
Total Revenue	4,345,509	(0)	
Total Expenses	3,642,485	(1)	
Net Income	703,021	0	
Cash Flow Adjustments	-	-	
Beginning Cash Balance	19,744		
Ending Cash Balance	722,765		
	TOTAL		
Medicare	21,298	0	
State Unemployment	30,845	(0)	
Worker's Compensation Insurance	5,435	0	
Custom Other Tax #1: WA Paid Family & Medical Leave Act	3,085	0	
Custom Other Tax #2	-	-	
Health Insurance	360,447	0	
Dental Insurance	-	-	
Vision Insurance	-	-	
Life Insurance	-	-	
Retirement Contribution	237,507	(0)	
Custom Fringe #1	-	-	
Custom Fringe #2	-	-	
TOTAL PAYROLL TAXES AND BENEFITS	\$ 749,683	0	
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 2,218,497	0	
CONTRACTED SERVICES			
Accounting / Audit	10,000	-	
Legal	10,612	(0)	
Oversight Fee (3%)	107,963	0	
Management Company Fee	346,003	-	
Nurse Services	2,123	-	
Food Service / School Lunch	157,608	(0)	
Payroll Services	-	-	
Special Ed Services	79,591	(0)	
Titlement Services (i.e. Title I)	-	-	
Custom Contracted Services #1: Dues & Membership	15,918	-	
Custom Contracted Services #2: Business Services	-	-	
Custom Contracted Services #3	-	-	
TOTAL CONTRACTED SERVICES	\$ 729,818	(0)	
SCHOOL OPERATIONS			
Board Expenses	-	-	
Classroom / Teaching Supplies & Materials	18,452	0	
Special Ed Supplies & Materials	4,000	(0)	
Textbooks / Workbooks	49,294	-	
Supplies & Materials other	25,001	(0)	
Equipment / Furniture	29,714	-	
Telephone	636	-	
Technology	43,976	-	
Student Testing & Assessment	8,024	(0)	
Field Trips	6,686	0	
Transportation (student)	191,434	(0)	
Student Services - other	9,551	-	
Office Expense	2,040	-	
Staff Development	16,236	(0)	
Staff Recruitment	-	-	
Student Recruitment / Marketing	-	-	
School Meals / Lunch	-	-	
Travel (Staff)	-	-	
Fundraising	-	-	
Custom Operations #1: Supplies & Materials for Food	9,800	-	
Custom Operations #2: Student Information System	9,205	-	
Custom Operations #3: Banking, Printing,	29,733	-	
TOTAL SCHOOL OPERATIONS	\$ 453,781	(1)	
FACILITY OPERATION & MAINTENANCE			
Insurance	17,172	0	
Janitorial Services	31,999	0	
Building and Land Rent / Lease	100,000	-	
Repairs & Maintenance	27,546	(0)	
Equipment / Furniture	-	-	
Security Services	-	-	
Utilities	63,672	-	
Custom Facilities Operations #1	-	-	
Custom Facilities Operations #2	-	-	
Custom Facilities Operations #3	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	\$ 240,389	0	
RESERVES / CONTINGENCY	-	-	
TOTAL EXPENSES	\$ 3,642,485	(1)	
NET OPERATING INCOME (before Depreciation)	\$ 703,021	0	
DEPRECIATION & AMORTIZATION	-	-	
NET OPERATING INCOME (including Depreciation)	\$ 703,021	0	



IMPACT

PUBLIC SCHOOLS

Impact | Renton
Attachment 29 (Section 27)

Contents:

- Budget Narrative

Attachment 29: Budget Narrative

The attached budget and cash flow projections reflect estimates of actual revenues and costs to implement Impact | Renton as described in the application. The projections and the narrative below reflect the budget for Impact | Renton, not the budget for the Charter Management Organization (CMO), and are based on actuals from Impact's experience operating Impact | Puget Sound Elementary.

This narrative describes the assumptions on which the budget and cash flow are based. The budget reflects a positive operating income across the five-year period and a strong reserve of at least 30 days cash on hand in Years 1 and 2, and 60 days in Years 3 and beyond. Month-end cash is projected to remain positive throughout the five-year period. Impact | Renton can sustain operations on the public dollar in its fifth year of operation.

Demographics

Impact | Renton will open in the 2021-2022 school year with 252 students in Transitional Kindergarten (TK), Kindergarten (K), and First Grade (1). The school expects each TK cohort to include 72 students, each cohort in K-2 to include 90 students, and each cohort in 3-5 to include 84 students. The school will serve grades TK-2 in Year 2 with a full enrollment of 342 students, TK-3 in Year 3 with a full enrollment of 426 students, and TK-4 in Year 4 with a full enrollment of 510 students. In Year 5, the school will reach its full capacity of TK-5 with a full enrollment of 594 students.

The Charter School is assumed to have the following demographics:

- 96% Average Daily Membership
- 95% Average Daily Attendance
- 1% Special Education Students in Year 1, 3% in Year 2, and 10% in Years 3 and beyond*
- 17% English Language Learners and Transitional Bilingual (TBIP)
- 48% Free Lunch Qualifying
- 12% Reduced Lunch Qualifying
- 60% Learning Assistance Program (LAP)
- 5% Highly Capable (HiCap)
- 25% Participation in transportation program in Year 1, 30% in Year 2, 35% in Year 3, 40% in Year 4, and 45% in Year 5 based on Impact | PSE observed actuals with young students

*This does not in any way represent the maximum number of special education students that the school is equipped to serve, which is much higher, but rather represents a conservative approach to forecasting a key driver of state revenues. We have found that it is better to be conservative on the revenue side for this line item, because while many students may come to the school in need of support, they may need to go through the Child Find and RTI processes because they do not yet have IEPs.

Revenues

Grants and Donations

Impact | Renton has included grants from foundations that have funded and/or expressed interest in funding the Charter School. \$700,000 has been included in the planning period, \$300,000 has been included in Year 1, \$175,000 has been included in Year 2 for a total of \$1,175,000. Revenue from the following funders is reflected, and exceeds the amount included in the budget for a total of \$1,265,000.

- \$700,000 from Charter Schools Growth Fund. Please see their letter of support in **Attachment 3**.
- \$565,000 from the Washington Charter Schools Association, which has previously funded Impact | PSE and Impact | SSE and has already indicated its strong support of Impact | Renton. Please see their letter of support in **Attachment 31**.

Impact | Renton is evaluating other grant opportunities, none of which are currently included in the

budget.

In addition, Impact | Renton has included grant revenue from the Charter Schools Program (CSP) grant, administered by the Washington State Charter Schools Association. Additional information on this program is included in **Attachment 31**. The budget includes \$200,000 in the startup period, \$250,000 in the first operating year, and \$300,000 in the second operating year, \$212,500 in the third operating year, and \$537,500 in the fourth operating year, for a grant total of \$1,500,000. The timing of this revenue is aligned with the associated expenditures. If this funding were not secured, Impact | Renton would use the remaining philanthropic funding that is listed above to cover costs, and would engage in additional strategic fundraising and expense cuts.

State Apportionment

Based on the Washington State Charter School Commission's revenue estimator in the Financial Workbook, using the enrollment and demographics list above, state general purpose revenue is estimated at \$3.2 million in year 1, increasing with enrollment to \$7.1 million in year 5. Year one school wide revenue for categoricals are: \$9,903 in state 3121 special education funding, \$29,440 in state 4121 special education, \$228,242 in LAP funding, \$61,164 in TBIP funding, \$8,240 in Highly Capable, and \$33,299 in Transportation.

Other Revenues

Food Service

Revenues associated with the food service program are based on published reimbursement rates, expected meal usage rates based on observed actuals at Impact | PSE, enrollment, and days of meal service. Projections assume that 61-72% of students eligible for free and reduced price lunch (FRL students) receive lunch, 43-49% of FRL students receive breakfast, 46% of non-FRL students receive lunch, and 34% of non-FRL students receive breakfast. Reimbursement Rates for the National School Lunch Program (NSLP), the Student Breakfast Program (SBP), and the State Match and Support Rates are based on the published 2019-20 rates plus 3% annual inflation. These assumptions result in \$93,376 of federal receipts, \$60,922 in family repayments, and \$4,213 in state receipts in year 1.

Federal Funding

Previously, EdTec reviewed charter schools and districts with similar enrollments and SPED student percentages to project federal IDEA funding. Impact has used these as a reference and updated the projections for the number of students anticipated. Based on this benchmarking, Impact | Renton is projected to receive \$3,447 in Year 1, \$14,437 in Year 2, \$61,140 in Year 3, \$74,660 in Year 4, and \$88,696, in Year 5.

Based on benchmarking with other charter schools in Washington State, Impact | Renton is projected to receive \$38,964 in federal Title I funding in Year 1, based on a calculation that does not include students in transitional kindergarten based on published OSPI guidance.

Expenses

Staffing and Benefits

All dollar amounts listed in this section are in 2020-21 dollars unless otherwise noted. The budget includes projected annual increase of 3% COLA.

Staff

Each classroom at Impact | Renton will have one Lead Teacher. All classrooms will also have Teaching Fellows (TF) supporting their classrooms (1 TF per class in TK-3, and 1 TF per grade in grades 4-5). There will be a Special Education Teacher on site as 1 FTE in Year 1 and in future years. Each grade level will

have a Grade Level Team Lead and there will be one Culture Lead for the school. These roles will be filled by Lead Teachers who have demonstrated their leadership capacity. Teacher salaries are set annually and are based on analysis of current and projected salaries for Highline Public Schools, Seattle Public Schools, Tukwila School District, Renton Public Schools, Renton Public Schools, and Federal Way Public Schools. For Lead Teachers, the average is \$72,926. Teaching Fellows are on a one to two year pathway to completing a teaching certification program with extensive coaching and support (\$36,050). Impact is currently seeking scholarships to support Teacher Fellows.

Impact | Renton will also open with one Principal (\$127,308), an Assistant Principal (\$92,219), a Director of School Operations (\$84,872), a School Manager (\$43,709), and a Student Support Coordinator (\$47,741).

Benefits

Based on SEBB projections and actuals for Impact | Puget Sound Elementary, health insurance (including dental, vision, life, etc.) is budgeted at \$14,302 per full-time eligible employee, growing at 6.2% per year based on the rate of SEBB increases projected to-date. Retirement assumptions reflect 15.41% of payroll, based on the higher of the state actuary projected employer contribution rates for TRS and SERS, published in 2019. All employees are presumed to pay into social security at 6.2% and Medicare at 1.45%. The budget also assumes state unemployment insurance at 2.5% per the first \$46,308 of pay per person. Worker's Compensation is budgeted at \$5,357 in year 1 based on observed actuals. Lastly, less than 1% of payroll is budgeted to include other employer taxes such as Family & Medical Leave Act premiums. Overall, benefits are roughly 35% of payroll.

Contracted Services

Dollar amounts in this section are listed in 2020-2021 dollars and assumed to increase at 2% annually unless otherwise noted.

Food Service

Food service costs are based on information about contracts with food service providers gathered for the operation and observed actuals at Impact | PSE. Costs total \$157,608 in Year 1. In addition, an extra \$2,500 is included in the start-up budget for program set-up and equipment.

Special Education

Impact | Renton has included a budget for Special Education contractors in addition to the positions on payroll, including the Special Education Teacher, who would focus primarily on students with IEPs, and the Principal, who would spend a smaller percentage of time overseeing the Special Education Program. The estimated cost for these services is based on the Seneca Washington State staffing model for an elementary school. Based on this staffing model, an elementary school the size of Impact | Renton would require 1 FTE SPED Teacher, 0.2 FTE School Psychologist, 0.10 FTE Occupational Therapist, 0.25 FTE Speech and Language Pathologist, 0.20 Mental Health Therapist, and 2 FTE Behavioral Intervention Specialist. The staffing requirements would increase as the school scales. The functions of the SPED Teacher, the Mental Health Therapist, and one of the Behavior Intervention Specialists are assumed to be provided with the staff in-house. The resulting cost of Special Ed services from Seneca is \$79,591 in Year 1, increasing to \$203,071 in Year 5. In addition, membership to the True Measure Collaborative is included in Dues and Memberships. Supplies and materials are budgeted at \$4,000 in Year 1, increasing by \$1,000 annually.

The staffing model outlined above does have the capacity to serve a student population that is up to 20% students with special needs. Should we have more than 20% special education students, Impact would meet its legal and ethical responsibility to meet their needs. Budget allocations are likely to be

more than sufficient in the school's early years and because our current budget is on the conservative side, there is sufficient cushion in the budget to absorb the impact of a higher special education population. The availability of Safety Net funding also provides a backstop in the event of high special education expenses. Impact is fully prepared to meet the individualized needs of every learner, including those with special education needs.

Other Services

Impact | Renton has budgeted \$10,000 annually towards audit costs. The IPS Home Office will cover the remainder of the cost of the independent audit and 990 filings for the organization by a CPA. In addition, Impact | Renton has set aside approximately \$10,000 annually for legal expenses.

The annual CMO fee is budgeted at 10% of government revenues, not including the CSP grant, in Years 1-5. Impact | Renton has confirmed that this amount is sufficient to cover the operating expenses of the CMO. The CMO will provide numerous back office services, including professional development, coaching, human resources, student recruitment, technology support, finance, accounting and payroll.

Student health screenings and nurse services are budgeted at a little over \$2,000 annually. Technology support services will be provided by the CMO.

The budget includes expenses for dues and memberships, including the Washington State Charter Schools Association membership fee. It also includes the Charter Commission authorizer fee at 3% of apportionment dollars.

School Operations

Dollar amounts in this section are listed in 2020-2021 dollars and assumed to increase at 2% annually unless otherwise noted. Many of the operating expenses and cost rates were estimated based on review of benchmarking data from other charter schools, and actuals for Impact | PSE.

The budget assumes \$259 per student in classroom and teaching supplies and materials, art/music/PE supplies, field trips, and instructional software, such as ST Math and Lexia. In addition, \$102 per student is included to cover leveled libraries and readers each year. Faculty furniture will be donated, but the budget includes \$1,061 for any extra faculty furniture needs. For classroom furniture and equipment, including projectors, speakers, tech, tables, and chairs, the budget includes \$9,551 for each new classroom. On reaching scale, \$1,000 annually per classroom is included for furniture/equipment replacement costs. For one to one Chromebooks, \$358 per student is budgeted. In addition, faculty computers are budgeted at \$1,167 per full-time employee. Replacements on a 2-year cycle are also included.

Student testing and assessment is budgeted at \$32 per student. For a student information system, \$37 per student is budgeted, plus \$2,750 for set up and training before the school opens. This covers Skyward, as well as related student information system supplements. For substitutes, the budget includes \$1,061 per classroom, or enough to cover roughly 4-5 days for each classroom teacher.

Based on actuals observed at Impact | PSE, \$95,717 per bus over the course of the school year has been budgeted for transportation.

A budget of \$14,000-\$15,000 annually is included for office expenses, postage, and printing (copier lease and supplies). Internet, web site, and phone are based on benchmarking of other charter schools and prior experience at Impact | PSE. The professional development budget is just over \$16,000 annually, with a significant portion of the professional development performed in-house by the leadership team. Student recruitment and marketing is managed by the CMO and covered by the CMO fee. The budget includes \$1,061 annually in banking fees.

Facilities

Dollar amounts in this section are listed in 2020-21 dollars and assumed to increase at 2% annually unless otherwise noted.

Impact | Renton has included rent amounts comparable to observed actuals at Impact | PSE when the school is approaching full enrollment (\$664,006 in Year 4). Impact Public Schools will engage its strategic partners in order to raise philanthropic funds and subsidized debt in order to achieve sublessee's affordability targets in years 1 through 3 of the sublease. Insurance is budgeted at \$68 per student, based on benchmarking data and actuals at Impact | PSE. Janitorial is budgeted at \$31,999 in Year 1, increasing to \$85,813 in Year 5 based on benchmarking data from other area charter schools and invoices received at Impact | PSE. Repairs and maintenance are budgeted at \$109 per student, benchmarked based on other Washington charter schools and actuals at Impact | PSE. Utilities are benchmarked based on similar schools.

Start-Up Expenses

The Principal is assumed to start in August 2020, with 12 months on payroll before the start of the first operating year. The Director of School Operations is assumed to start in January, with 6 months on payroll before the start of the first operating year. Benefits are calculated based on the aforementioned rates.

To cover startup and planning year expenses and costs, the budget includes \$2,000 in office expenses, \$17,000 for initial classroom supply purchases, \$25,200 for leveled libraries and readers in preparation for the first year, \$85,313 for new equipment and furniture, \$112,274 for one-to-one Chromebooks for students and laptops for faculty, \$2,750 for student information system setup, \$1,040 for banking fees, \$15,606 for school visits and expert-led professional development, \$2,500 for food service setup, and \$2,500 for operating supplies and materials. Student recruitment and marketing will be managed and paid for by the CMO.

Cash Flow

Assumptions

The cash flow projects philanthropy according to the dates mentioned previously. All state revenue is modeled according to the OSPI payment schedule, with a predetermined percentage coming each month. Certain revenues that IPS has observed to start later (transportation, food service) have been included later in order to be conservative. Expenses have been allocated based on the experience of similar charter schools and Impact | PSE. For Year 1, August teacher professional development is included in the start-up budget. Thereafter, it will appear in August. First year classroom set up expenses are included in the start-up budget, as well, and generally appear in the year prior to which they are needed to allow sufficient time for them to arrive and be set up.

Food service and transportation reflect a 10 month schedule, with partial months in June and August. Textbooks, workbooks, and technology reflect a peak in April, when ordering for the following year occurs.

Contingency for Year 1 and Beyond

A cash flow shortage would be a highly unlikely situation as cash flow has been projected very conservatively. For example, CSP funding is included. A "break-even" point in Year 1, where month-end cash drops to \$0 would be caused if the budget took a hit of \$67,482. This could occur through three mechanisms: a loss of private funding, a loss of public funding, or an unexpected increase in expenses. (It is also worth noting that the very next month, the school is projected to have an ending cash balance

of \$363K, so the duration of this risk period is short.)

On the private funding side, the budget includes \$1.1 million in philanthropic funding. Impact | Renton expects to receive a total of \$1.2 million, as described above, providing a cushion well above the break even point. Of this funding, 100% is anticipated from current funders of Impact. However, in the unlikely event that a funder pulled out, that alone would not be sufficient enough to cause cash flow concerns as the CMO has a healthy balance sheet and could make a short-term loan to the school if needed. The loss of that particular funding source, while highly unlikely, would need to be combined with a loss of public revenue and/or an unexpected increase in expenses to cause cash flow concerns.

On the public revenue side, all sources of funding are highly likely, so any loss in public funding would likely be due to a loss in enrollment. Extreme enrollment loss would result in associated expense cuts. However, if each grade level was under-enrolled by 10 students, then you could imagine a situation with an enrollment of 222 students and no staffing cuts. In this situation, the Basic Ed Allocation would decrease by \$384,330, using the rate included in the Commission financial workbook. However, assuming the current prototypical funding formula structure is still in place, this drop in enrollment would enable Impact | Renton to benefit from class size compliance and small schools funding, making the impact of the enrollment loss less pronounced. A large portion of this could also be made up from the additional philanthropy that is anticipated above what is included in the budget. Moreover, IPS has successfully over-enrolled its first school by 6% in Year 1 and 10% in Year 2, consistently maintained a waiting list, has recruitment practices that have demonstrated efficacy, and intends to continue to emphasize enrollment.

On the expense side, several unexpected expenses could potentially negatively impact the budget. Rent, for example, is budgeted based on actual estimates received for potential properties, but could potentially be higher than budgeted for. High-needs students can also cause unexpected increases to Special Ed expenses. However, because our current expenses are on the conservative side, IPS anticipates sufficient cushion in the budget to absorb the impact of any unforeseen expenses. Additionally, transportation and food service are budgeted conservatively. A well-run food service or transportation program would result in savings. It can be difficult to anticipate Special Ed expenses or the ability to run a more efficient Special Ed program until the needs of the student population are assessed. However, the availability of Safety Net funding provides a backstop to fall back on in the event of high Special Ed expenses. Because of the cushion created by the conservative budget assumptions, IPS doesn't anticipate an increase in expenses to cause cash flow issues.

However, in the highly unlikely event that some combination of a decrease in private revenue, a decline in enrollment and public funding, and/or an increase in expenses results in cash flow issues, Impact | Renton would consider expense cuts, strategic fundraising, vendor management, or short-term loans. Expense cuts would mostly be considered in the event of enrollment loss. Fundraising in this situation would be focused on raising to cover any short-term gaps in cash flow. Impact | Renton plans to maintain friendly vendor relationships throughout the year to prepare for the unlikely situation that the Charter School needs to hold any vendor payments to make payroll and cover the gap until the apportionment is received at the end of the month. Short-term loans would be considered to the extent a board or local connection would offer such a transaction on favorable terms. In the break-even situation, the cash shortage does not occur until the end of July. The timing would provide enough time for Impact | Renton to make it through the school year without having to hold payroll and provide the Charter School to prepare for potential action to mitigate cash flow concerns. However, based on the current funding projections, conservative expense assumptions, and the leadership team's track record in fundraising, cash flow issues are highly unlikely.

To further backstop against potential issues in the first year and beyond, the school is budgeting to set aside resources to achieve 30 days cash on hand in Years 1 and 2, and 60 days in Year 3 and beyond.

Contingency in Advance of Opening

The first apportionment will arrive at the end of September 2021. Because of this, Impact | Renton will rely on private philanthropy for startup expenditures, the first month of operating expenditures, and any faculty on payroll prior to the receipt of the first apportionment payment. The likelihood of receiving the various grants and philanthropic dollars was addressed in the previous section. In the unlikely event that one or more of these revenue streams does not come through, Impact | Renton would hold off on expenditures until receipt of sufficient funding. Given the strong support from various organizations and the leadership team's track record in fundraising, cash flow issues are highly unlikely in advance of opening.



IMPACT

PUBLIC SCHOOLS

Impact | Renton
Attachment 30 (Section 27)

Contents:

- Financial Policies and Procedures



Sample Financial Policies & Procedures

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About this Document

Throughout this document, Impact Public Schools or IPS will be used. Policies for Impact Public Schools apply to all schools operated by Impact Public Schools, and where Impact Public Schools or IPS is used, the policy is assumed to apply to the schools operated by Impact Public Schools.

I. ACCOUNTING

A. Basis of Accounting

POLICY: Impact Public Schools (IPS) uses the modified accrual system of accounting and maintains financial records in accordance with generally accepted accounting principles (GAAP). IPS uses and follows all policies and requirements issued by the Washington State Auditor's office concerning accounting for public school districts in the state of Washington.

PROCEDURES:

1. Expenses are accrued into the month in which they are incurred. Invoices received after closing the books will be counted as a current-month expense unless they are of a material amount.
2. At the close of the fiscal year, this rule is not enforced. All expenses that should be accrued into the prior fiscal year, are so accrued, in order to ensure that year-end financial statements reflect all expenses incurred during the fiscal year. Year-end books are closed no later than 90 days after the end of the fiscal year.
3. Revenue is recorded in the month in which it was earned or pledged. Revenue received after closing the books will be counted as current-month revenue unless they are of a material amount.

B. Journal Entries, Bank Reconciliations & Monthly Close:

POLICY: An accounting firm is engaged to perform duties of journal entries, bank reconciliations and monthly close of financial statements.

PROCEDURES:

1. Bank statements, cancelled checks and evidence of electronic payments are available to IPS and accounting firm using the online banking platform.
2. Accounting firm creates journal entries in accounting software and attaches the backup.
3. A listing of journal entries is prepared by the accounting firm on a monthly basis, and are reviewed and approved by the CFO/COO or Director of Finance via the accounting software or other means.
4. Books are closed no later than 20 days after the close of the month. An exception will be the final month of the fiscal year.

C. Records Retention

POLICY: Ensure all financial documents used by IPS are stored properly and retained as required by the State of Washington, Office of the Secretary of State according to the *School Districts and Educational Service Districts Records Retention Schedule Version 8.2* (December 18, 2014) and also the *Local Government Common Records Retention Schedule (CORE)* for School Districts and Educational Service Districts Version 4.0 (May 2017).

Payroll Records are kept in accordance with the above requirements.

PROCEDURES:

1. All folders used for filing financial documents will be stored for six fiscal years. Documents for the current and previous fiscal year will be stored under restricted access.
2. Documents which are to be stored permanently shall be scanned and securely filed electronically. Hard copies will be kept under lock and key in long-term storage. Documents which are to be stored permanently include, but are not limited to, corporate papers such as bylaws, incorporation papers, charters, other contracts and agreements, audit reports, payments for taxes and tax correspondence.

D. Computer Disaster Recovery

POLICY: IPS will have adequate and appropriately frequent backup of electronic financial records in case of major and minor computer system malfunctions that cause damage or loss.

PROCEDURES:

1. The accounting system is hosted. All information saved under it is protected under contract with accounting system. The accounting system is divided into different access levels based upon job function and clearance.
2. On a hosted drive, IPS retains electronic copies of all documentation sent to accounting firm for processing. This includes original documentation for all Accounts Payable, Accounts Receivable and Payroll.

II. INTERNAL CONTROLS

POLICY: IPS employs safeguards to ensure financial transactions are properly authorized, appropriated, executed, and recorded by appropriate staff. These controls seek to assure compliance with applicable laws and regulation, reliable records and accounts for reporting and management, and protect against loss or unauthorized use of assets.

A. Lines of Authority

POLICY: The Impact Public Schools Board bears ultimate responsibility for IPS finances, including those of schools operated by IPS. Through enactment of Financial Policies, annual review of the Policies, approval of annual budgets, monthly review of financial activity and delegation of appropriate authority to staff, Board members perform their duties of financial oversight.

B. Conflicts of Interest

POLICY: All employees and members of the Board are expected to use good judgment, to adhere to high ethical standards, and to act in such a manner as to avoid actual and potential conflict of interest. A conflict of interest occurs when the personal, professional, or business interests of an employee or Board member conflict with the interests of the organization. Both the fact and the appearance of a conflict of interest will be avoided.

PROCEDURES:

1. Staff and Board members must disclose any interests in a proposed transaction or decision that may create a conflict of interest. After disclosure, the staff or Board member will not be permitted to participate in the transaction or decision.
 - a. Annually, the CFO/COO will prepare a list of current vendors and ask Board Members and key staff members to review and identify potential conflicts of interest.
 - b. As new vendors are added, they will be flagged for the Board during the payment approval process.
2. In case of any dispute as to whether a conflict of interest exists:
 - a. The CEO will determine whether a conflict of interest exists for a staff member and will determine the appropriate response.
 - b. The Board will determine whether a conflict of interest exists for the CEO or a member of the Board and will determine the appropriate response.

C. Segregation of Duties

POLICY: The organization's financial duties are distributed among multiple people to help ensure protection from fraud and error. The distribution of duties aims for maximum protection of the organization's assets while also considering efficiency of operations.

PROCEDURE: Appropriate segregation of duties is specified for financial transactions. (see **IV. REVENUE & ACCOUNTS RECEIVABLE PROCEDURES.**)

D. Physical Security of Assets

POLICY: IPS maintains physical security of assets to ensure that only authorized individuals have physical or indirect access to money, records and other valuable property.

PROCEDURES:

1. Cash. No cash will be kept on site.
2. Blank Checks. Blank checks are kept in a locked cabinet and secured area.
3. Credit Cards. The CEO will be the cardholder and must grant permission for any employee to be granted use of an IPS credit card.
4. Frequency of Bank Deposits. Bank deposits are made as soon as is practicable, not to exceed one week.

III. FINANCIAL PLANNING, BUDGET MANAGEMENT & REPORTING

A. Financial Planning

POLICY: IPS budgets are prepared and approved annually.

PROCEDURES:

1. The CEO and CFO/COO prepare the annual budget and five-year forecast. Budgets will include forecast revenues, expenses and monthly cash flow. Budgets will reflect programmatic and operations goals. Revenues shall be budgeted based on information provided by the relevant entities providing funds, including public revenues, grants, and private donations. Expenses shall be budgeted based on the best available information including prior agreements and historical information.
2. The CFO/COO will submit draft forecasts to the Board Finance Committee. The Finance Committee will review and approve a recommended budget for submission to the Board.
3. The Board must approve an Annual Budget for schools operated by IPS for the upcoming fiscal year in time for submission by July 10th to the Washington State Charter School Commission (WSCSC).
4. The budget is revised during the year only if approved by the Board.

B. Budget Management

POLICY: Impact Public Schools shall manage its budget throughout the year and make adjustments as needed.

PROCEDURE:

1. The CEO, CFO/COO, and Principal/Assistant Principal of Operations/Director of School Operations will periodically review IPS budget vs. actual spending. During the periodic reviews, if actual spending deviates substantially from the budgeted amounts, the CEO, CFO/COO or Director of Finance, and Principal/Assistant Principal of Operations/Director of School Operations will monitor carefully and make operational adjustments if necessary.
2. On a monthly basis once the accounting close has been completed, accounting firm and/or CFO/COO or Director of Finance updates the cash flow forecast to reflect all information available as of that time. In the event of an anticipated critical cash flow situation, the CFO/COO will notify the Board Chair and Treasurer immediately. The Finance Committee will discuss remedies and such circumstances will be addressed at the next scheduled Board meeting.
3. In conjunction with the Board, school management will address cash flow issues and make required notifications and remedies.

C. Internal Financial Reports

POLICY:

1. Accounting of IPS financial operation will be complete and timely.

2. Members of the Board will receive regular financial reports to perform oversight of IPS and schools financial operation.
3. The CFO/COO or Director of Finance, with assistance from the accounting firm, will prepare and submit additional regular (including quarterly) and interim financial reports for schools operated by IPS as required by each school's Charter School Contract (see **D. Washington State Charter School Commission** below).

PROCEDURES:

1. On or before 25 days following the prior month end, all bank reconciliations are completed, and appropriate month-end adjustments are recorded. These reports allow the CEO and CFO/COO or Director of Finance to analyze certain accounts and note where variances seem inappropriate or where additional information is needed. Upon completion of these account analyses and recording of additional adjustments as deemed necessary, the final month-end closing package is prepared and circulated to the Principal. The following reports are prepared:
 - a. Statement of Financial Position;
 - b. Statement of Activities – Current month and year to date;
 - c. Statement of Cash Flow; and
 - d. Budget vs. Actual Comparison Report (Year-to-Date).
2. After discussion with the Treasurer and no less than 1 week prior to the Board's meeting, CFO/COO will circulate the following information to the Board for the intervening period since the Board last met:
 - a. Statement of Financial Position;
 - b. Statement of Activities;
 - c. Statement of Cash Flow; and
 - d. Summary Budget Comparison Report for the year-to-date noting important variances.
3. The CFO/COO or Director of Finance, with assistance from the accounting firm, will prepare and submit additional regular (including quarterly) and interim financial reports for schools operated by IPS as required by each school's Charter School Contract (see **D. Washington State Charter School Commission** below).

D. Washington State Charter School Commission (WSCSC)

POLICY: To comply with conditions of the Charter Contract, IPS schools will submit required financial reports.

PROCEDURES:

1. School Quarterly Financial Reports shall be submitted to the Commission 45 days after the quarter end for quarters 1, 2 and 3 and 180 days after the year end. The form of the quarterly reports will comply with Commission requirements.
2. IPS schools will submit on or before July 10th of each year a Board-approved budget for the upcoming fiscal year. The content and form of the submission will comply with requirements of the Charter Contract.

E. Audit

POLICY: IPS will comply with all financial audit and single audit obligations imposed by law.

IPS will comply with audit requirements for non-profit corporations. Schools operated by IPS will comply with audit requirements of the State Auditor's Office and those imposed by the WSCSC.

PROCEDURES:

1. Annually, the State Auditor's Office may conduct the following types of audits of schools operated by IPS:
 - a. Financial;
 - b. Accountability;
 - c. Federal single;
 - d. Special investigation (includes fraud audit); and
 - e. Performance.
2. Schools operated by IPS will contract for an independent finance audit to be conducted annually. If required, IPS will contract for an independent finance audit. Three quotes will be solicited prior to selection of an auditor.
3. The Finance Committee and Board will review the audit and provide remedies to any audit findings. The audit is reviewed at a regularly scheduled board meeting, at which time it will be made available to the public and posted on the IPS web site.

F. Tax Compliance

POLICY: IPS will file Federally required tax documents accurately and on time.

PROCEDURES:

1. With assistance of an independent auditing firm, the CFO/COO will oversee accurate and timely completion of the Federal Form 990 each year.
2. The Finance Committee of the Board will review the IRS Form 990 before it is filed.

G. Periodic Payroll Reports

POLICY: W2 reports will be prepared in a timely manner.

PROCEDURES: (See also **VIII. Personnel and Payroll**) Payroll firm will prepare, check and report W2s by January 31st annually. Payroll firm will prepare quarterly tax reports.

IV. REVENUE & ACCOUNTS RECEIVABLE

POLICY: Accurate internal control of cash and grants receipts and deposits will be maintained at all times.

PROCEDURES:

A. Checks

1. School Manager opens all incoming mail and provides checks to CFO/COO or designee.
2. CFO/COO or designee scans check and associated documentation into the Accounts Receivable folder.
3. CFO/COO or designee deposits check to bank in appropriate account and saves record of deposit into the Accounts Receivable folder.

4. Accounting firm with CFO/COO or Director of Finance codes and records deposit in accounting software and uploads attachments.
5. CFO/COO or designee prepares and sends acknowledgement email and letter.

B. Wire Transfer Receipts

1. When a wire transfer is directed to Impact Public Schools, the CFO/COO or Director of Finance provides requisite bank information to the wire source.
2. At least once per week or as often as wire transfers occur, CFO/COO or Director of Finance accesses bank account online to monitor account balances and activity.
3. When wire transfers as revenue come into the bank account, CFO/COO or Director of Finance adds item to the accounting software or shares with accounting firm to add.
4. CFO/COO collects all documentation of the funds received and files it in the Accounts Receivable folder.

C. Donated Securities

1. Donated securities will be received in an investment account and sold upon receipt.
2. Proceeds from sale will be transferred to bank account.

D. Cash

1. Very limited cash will be accepted (only as required to be permitted for school meals payments).
2. School Manager receives cash, enters it into the Cash Receipts Log, and provides cash to Director of Finance.
3. Director of Finance reviews Cash Receipts Log, deposits cash at the bank, and works with accounting firm to correctly code the receipt.
4. CFO/COO reviews Cash Receipts Log and bank statements monthly.

E. In-Kind Goods and Services

1. In the case of In-Kind donations, the CFO/COO or Director of Finance will assess the fair market value of the donation, share the information with accounting firm, and accounting firm will book it in the accounting system.
2. Donated services are recorded only in cases where they relate to specialized skills or services that would have to be purchased if not donated and are provided by someone having those skills/services.

F. Donations Revenue Recognition

1. Receipt of donations will be addressed as described above according to the type of receipt.
2. Revenues from unrestricted contributions will be considered earned and collectible once a pledge has been made in writing and the CEO is confident that payment of the pledge will be received. The grant or pledge agreement will be reviewed to ensure the proper timing and amount of revenue will be recognized in accordance with GAAP.

3. Revenues from restricted contributions will only be recognized to the extent that there is a reasonable expectation that Impact Public Schools will spend the funds in accordance with the restrictions.
4. Revenues from reimbursement grants will be recognized when reimbursement is earned per the accrual basis of accounting.
5. On a monthly basis, CFO/COO or Director of Finance will review donor intents for restricted contributions and also restricted grant requirements to ensure that accounting firm is recording accurately the use of restricted funds.

V. EXPENSES & ACCOUNTS PAYABLE

POLICIES: Proper internal controls will ensure that only valid and authorized payables are recorded and paid. Accounting procedures will ensure the accuracy of amounts and general ledger coding, and the appropriate timing of payments. All purchases of goods and services will be consistent with the Board-approved budget.

Per RCW 42.24.180 and the School District Accounting Manual, the Board permits the issuance of payments before the Board has met.

Proper internal controls will ensure that only valid and authorized travel, entertainment, and other expenses are recorded and paid. Established accounting procedures will be ensure that expenses are properly approved and documented and charged to the appropriate program or grant where applicable.

Proper internal controls will ensure that only valid and authorized credit card expenses are recorded and paid. Accounting procedures will ensure expenses are properly approved and documented, and accounted for accurately.

PROCEDURES:

A. Purchases

1. Staff will seek the best price and quality of goods and services. For all purchases above \$500, staff will submit a written or electronic purchase request to a Purchase Request Validator in advance of making the purchase. If the person considering the purchase is a Purchase Request Validator, no such request will be necessary unless the amount exceeds the amount set forth in the budget. If the person considering the purchase is not a Validator, they should go to the Validator listed below who supervises them.
 - a. The CEO may grant exceptions to the purchase order requirement in cases where it is necessary.
 - b. In instances where there will be a recurring purchase of a similar amount from the same vendor, blanket purchase orders are permitted.
2. Purchase Request Validators are listed as follows. The Validators will review items for consistency with the authorized budget and determine whether to approve or deny the request.
 - a. For Impact Public Schools:
 - i. CEO
 - ii. CFO/COO

- iii. Director of Finance
- b. For schools operated by Impact Public Schools:
 - i. CEO
 - ii. CFO/COO
 - iii. Principal
 - iv. Assistant Principal of Operations / Director of School Operations
- 3. If the request is inconsistent with the budget, or would lead to a variance of greater than \$10,000 for an approved line item, the item should go to the Board for review.
- 4. If the request is approved, the School Manager, Principal, Assistant Principal of Operations / Director of School Operations, CFO/COO, Director of Finance, CEO, or authorized purchaser will place the item on a purchase order and submit the order to the vendor or purchase the item with credit card.
- 5. For all purchases/contracts where the total will be greater than \$40,000, a rationale for choosing the vendor must be articulated. Using guidance below, school staff must choose what they esteem to be the best deal, taking into consideration both quality and cost. All bids must be submitted in writing and stored with the final contract once the decision has been made. For single-source providers, written documentation of a cost analysis must be provided along with the contract.
 - a. For non-public fund purchases/contracts above \$40,000, IPS staff must make a concerted effort to obtain a minimum of three bids and choose what they decide is the most compelling bid.
 - b. For all public fund purchases/contracts above \$40,000, IPS and schools operated by IPS must follow the WA State Competitive Bid Laws as required in RCW 28A.335.190.
 - i. For purchases and contracts between \$40,000 and \$75,000, IPS will not give public notice, will not provide bid specifications at specified area, will accept telephone or written bids, will obtain a minimum of 3 bids, and will make bids available for public perusal upon request.
 - ii. For purchases/contracts greater than \$75,000, IPS and schools operated by IPS will give public notice, will provide bid specifications at specified area, will accept written bids only, will require no minimum number of bids, will read bids in public on specified date and will make bids available for public perusal thereafter upon request.
 - c. For Federal grants, the accounting firm and/or CFO/COO or designee must confirm the vendor is not excluded by the System for Award Management (unable to receive federal funds via vendor payments) when applying purchases to grants.
- 6. Ongoing contracts for purchased services must be approved by the CEO and CFO/COO, and may be signed by either.
- 7. The School Manager, CFO/COO or designee shall receive and sign for all goods shipped to the site, verifying that the shipped goods match the packing slip purchase order.
- 8. Accounting firm will determine whether the vendor is eligible for a 1099 form. If so, accounting firm will enter relevant details and track the expenses to send out 1099 forms based on a calendar year.

B. Payments

- 1. Invoices/bills are received by the School Manager in the mail/email and provided to CFO/COO or designee.

2. CFO/COO or designee uploads invoice and accompanying documentation to Bill.com.
3. CFO/COO or designee reviews invoices and monthly log, inputs the information into Bill.com, and sends a request for validation to the designated Purchase Request Validator (listed in "Purchases" section) for each payment. The Validators will review items for consistency with the authorized budget and determine whether to validate the payment or not.
 - a. If the request is inconsistent with the budget, or would lead to a variance of greater than \$10,000 for an approved line item, the item should go to the Board for review.
4. Prior to payment, the CFO/COO and CEO (if not already done as Purchase Request Validators) review and approve the invoices via Bill.com.
5. Accounts payable that have either not been validated or have not been certified will be forwarded to the CFO/COO for review and research, and may be resubmitted for validation and certification should the issues be resolved.
6. For payments via Bill.com via either check or ACH, the CFO/COO or Director of Finance, as the designated check signer, will release the payments upon review.
7. Every month (frequency determined by the CFO), the accounting firm under direction of CFO/COO or Director of Finance prepares a listing of accounts payable that have been validated and submits them to the auditing officer for certification with the required certification language. For IPS, the auditing officer will be the CEO.
 - a. The required certification language is: "I, the undersigned, do hereby certify under penalty of perjury that the materials have been furnished, the services rendered, or the labor performed as described herein and that the claim(s) is(are) (a) just, due, and unpaid obligation(s) against [Impact Public Schools or name of school] and that I am authorized to authenticate and certify to said claim."
8. The accounts payable report and the record of certifications will be provided to the Board at the next regularly scheduled Board meeting for approval. The minutes from that Board meeting will include the required Board approval language.
 - a. The required Board approval language is: "The following vouchers as audited and certified by the auditing officer, as required by RCW 42.24.080, and those expense reimbursement claims certified, as required by RCW 42.24.090, are approved for payment. In addition, payroll warrants in the amount of \$ are also approved. (Fund Name). Voucher numbers ____ through ____ totaling \$____. Payroll warrant numbers through totaling \$____."
 - b. If, upon review, the Board disapproves some claims, the auditing officer and the officer designated to sign the checks or warrants shall jointly cause the disapproved claims to be recognized as receivables of IPS and pursue collection diligently until the amounts disapproved are collected or until the Board of Directors is satisfied and approves the claims.
9. Any checks that are voided will be stamped "Void" and scanned to the appropriate electronic file.
10. In a case where an alternate auditing officer or signing officer is required, the Board Chair may serve as the auditing officer and the Board Treasurer may serve as the signing officer.

C. Employee Expense Reimbursements

1. Expense reimbursement approval process:

- a. Each school employee seeking reimbursement of an expense shall complete an expense reimbursement form and upload receipts via the accounting/payroll system.
 - i. Travel expense reimbursement forms shall include the following language: "I hereby certify under penalty of perjury that this is a true and correct claim for necessary expenses incurred by me and that no payment has been received by me on account thereof."
 - b. Submitted expense reimbursement requests go to the Principal, Assistant Principal of Operations / Director of School Operations, Regional Director of Schools, CAO, CFO/COO, or CEO for validation, with the appropriate approver being the one with management responsibility for the employee submitting the form.
 - i. The validator shall ensure that expense reimbursements are consistent with the budget and that all required receipts are provided.
 - c. Any individual items submitted via expense reimbursement that are of \$2,000 or greater require prior approval by the CEO.
 - d. For expenses incurred by the CEO, approval of the Board Treasurer is required for reimbursement.
 - e. Employees have 45 days from the date of the expenditure to submit a reimbursement request, or one month beyond the end of the fiscal year, whichever is earlier; submissions beyond these deadlines may not be reimbursed.
 - f. Receipts must be included for all expenditures. This supporting documentation is required for all expenses regardless of payment method. Documentation of expenses incurred must be itemized and should comply with IRS requirements and clearly show the following:
 - i. Date
 - ii. Names of employees for whom expense was incurred
 - iii. Location
 - iv. Purpose of expenditure
 - v. Amount
 - g. Approved reimbursement forms are processed regularly with payroll following the payroll approval and payment process.
2. Employees are eligible to receive reimbursement for meals with receipts up to the per diem rate set by the U.S. General Services Administration for the city in which the employee is staying for one, two, or three meals per day, depending on the circumstances of the particular trip.
 - a. The CEO can authorize exceptions on a case-by-case basis.
 - b. In the case of the CEO seeking an exception, the Board Treasurer will be requested to approve.
 3. Employees will be fully reimbursed for travel and lodging expenses on the understanding that: the rate falls under the limit established by the U.S. General Services Administration for the city in which the employee is staying and the employee has sought the most economical and practical lodging and travel arrangements, with due consideration given to available public transportation and proximity of the site of lodging to the local business site.
 - a. The CEO can authorize exceptions on a case-by-case basis.
 - b. In the case of the CEO seeking an exception, the Board Treasurer will be requested to approve.
 4. Employees will be reimbursed for tips on approved business expenses up to 20%.

5. If an employee uses his or her own vehicle for required business travel, reimbursement for mileage will be at current federal reimbursement rates for miles driven beyond those normally traveled to get to/from work. In addition, parking fees and tolls paid are reimbursable if documented with receipts for the expenses.
6. Under no circumstances shall alcohol, personal expenses, or personal entertainment be reimbursed.

D. Credit Card Expenses and Reconciliation

1. CEO will be the credit card holder.
2. As transactions occur and no later than 25 days of the credit card billing date, the card holder will submit the receipt for each transaction and itemized vouchers for travel expenses to the CFO/COO or designee.
3. The CFO/COO or designee will upload receipts into the Credit Card Receipts folder and create an entry on the Monthly AP/AR Log. CFO/COO or designee entry onto the Monthly AP/AR Log will certify that the payment is an appropriate expense with the required documentation.
 - a. If designee enters, the CFO/COO or Director of Finance will review and approve before submission to accounting firm.
4. The accounting firm will enter the transactions into the accounting software and submits the transactions to the appropriate Validator (see list in "Purchases" section).
5. Monthly when credit card statement is available from the credit card company, the CFO/COO or Director of Finance will review and check for proper documentation of each transaction.
6. The cardholder may be held personally liable for any disapproved charges. Should a cardholder not provide an original receipt, they will be held personally liable for charges made to the card.
7. Following reviews above, CEO reviews the credit card statement, accompanying documentation and certifies for payment in alignment with Payment process. If not approved during either these or the subsequent reconciliation check process, cardholder will reimburse IPS.
8. Every month, the Board Treasurer will pull down the credit card statement and conduct a review against the Listing of Credit Card Charges. Credit card reconciliation and copy of the credit card statement are kept electronically.
9. If, for any reason, disallowed charges are not repaid before the charge card billing is due and payable, IPS shall have a prior lien against and a right to withhold any and all funds payable or to become payable to the official or employee up to an amount of the disallowed charges and interest at the same rate as charged by the company which issued the charge card.
10. Any official or employee who has been issued a charge card shall not use the card if any disallowed charges are outstanding and shall surrender the card upon demand of the Board. The Board shall have unlimited authority to revoke use of any charge card, and, upon such revocation order being delivered to the charge card company, shall not be liable for any costs.
11. All discrepancies (potential fraud) must be reported to the credit card company. All cardholders should be notified as well.
12. If an IPS credit card is lost or stolen, the cardholder should immediately notify the CFO/COO and the credit card company.

E. Petty Cash Expenses

Impact Public Schools does not have a petty cash fund.

VI. ASSET MANAGEMENT

POLICY: Impact Public Schools will manage assets with adequate oversight and planning.

A. Cash Flow Planning and Management

POLICY: The cash flow forecast must be created on an annual basis as part of the annual budget process and updated on a monthly basis during the current fiscal year to incorporate available information.

PROCEDURE:

See **III. A. Financial Planning** and **III B. Budget Management**

C. Bank Reconciliations

POLICY: Bank accounts must be reconciled on a monthly basis. Credit card statements must be reconciled on a monthly basis.

PROCEDURE:

1. Every month, the accounting firm reconciles all transactions with the bank account register and prints and files the reconciliation report.
2. Every month, the Board Treasurer will pull down the bank statement and conduct a review against the Statement of Activities.
3. Bank reconciliation and a copy of the bank statement are kept electronically.
4. Accounting software is locked for the periods reconciled to ensure that entries are not booked in periods that have been reconciled.

D. Opening and Closing Bank Accounts

POLICY:

1. The Board must approve the opening or closing of any bank checking and savings accounts. Approval shall describe the purpose of the account, signatories and signatories' authority.
2. Impact Public Schools will maintain separate bank accounts for Impact Public Schools and each school operated by Impact Public Schools. Public funds shall be spent only for educational purposes.

E. Grants Management

POLICY: All costs reported to funders are reconciled to the books and records prior to report submission.

PROCEDURE:

1. Federal Grants Management: Some government grants provide specific contract compliance guidelines to which Impact Public Schools is held accountable. Certain circulars issued by the United States Office of Management and Budget (OMB)

contain relevant guidelines including the permissibility of costs. The CFO/COO or Director of Finance will track and document spending according to guidelines related to relevant grants.

- a. Activities Allowed: IPS will determine the types of allowable costs and activities for each entity and grant program when creating the application budgets for the federal grants. These can be found in the OMB Circular A-133.
 - b. Allowable cost principles: A certain rationale must be followed in assigning costs to Federally funding programs.
 - c. Cash Management: IPS will expend funds in keeping with Federal guidelines for the timing of disbursements and drawdown requests; the reimbursement basis increases controls around the appropriate use of federal funds.
 - d. Davis Beacon Act: Where applicable, IPS will follow the federal guidelines surrounding prevailing wages paid for construction contracts; IPS must be cognizant of the wage policies in place at the construction firms it utilizes.
 - e. Where applicable, IPS will determine eligibility of students and other individuals for the programs/services it provides under federal grants. All documentation of eligibility will be stored with the grant documents.
 - f. For Equipment and Property Management policies, see **G. Fixed Assets** below. IPS will properly track, report on, and dispose of all Capital Assets purchased with federal funds.
 - g. When applicable, IPS will find, track and report on Matching or Cost-Sharing funds related to Federal grants and specific programs.
 - h. IPS will follow federal guidelines on the period of available funds which vary from grant to grant; including when obligations can be made, and any extended periods allowed under the grant (usually up to 90 days after official end of grant program).
 - i. IPS follows the Federal guidelines around procurement; documenting rationale and bids where necessary, and reviewing vendors for federal funds to ensure that none of the potential parties are on the suspended/debarred list provided by the Feds.
 - j. IPS will follow guidelines for the proper accounting of program income generated from federally funded programs, where applicable.
 - k. Real Property Acquisition and Relocation: This federal guidance is not relevant to IPS programmatic work.
 - l. Reporting: Accounting firm with CFO/COO or designee will track all federal grants income and expenditures within the accounting system according to the approved grant budget allocations, and will generate reports on financial situation and program outlays/income as required by each federal grant agency.
 - m. If applicable, IPS will submit to compliance surrounding sub-recipient monitoring.
 - n. If special tests and provisions are established for a specific federal grant program, IPS will comply with all additional requirements.
2. In the case of all foundation grants, the funding sources will be tracked in the accounting system according to the restrictions listed in the grant agreement or relevant correspondence. The backup for these revenues sources—correspondence, compliance forms, payments and other items—will be kept electronically. Beginning and end dates will be indicated.
 3. Accounting firm with CFO/COO or designee will use the accounting system to allocate the relevant restricted funding sources to specific transactions. These

funding sources will be marked whenever possible, and the addition of new funding sources, especially with restrictions associated with them, will be approved by the CEO or CFO/COO.

4. Upon request, accounting firm with CFO/COO or designee will provide financial reports for grants, and IPS will use the financial reporting templates that are required for the reporting on financials and use of funds.
5. Assets, funds, liabilities and financial records of the School shall be kept separate from assets, funds, liabilities, and financial records of any other person, entity, or organization unless approved in writing by the WSCSC.

F. Investments

POLICY: Impact Public Schools does not have an investment policy at present.

G. Fixed Assets

POLICY: Asset acquisitions with a useful life expectancy of greater than one year and with a cost deemed reasonable by management of \$5,000 or greater will be capitalized and depreciated. IPS shall take reasonable precautions to safeguard assets acquired with public funds.

H. Small and Attractive Assets

POLICY: Small and Attractive Assets are items costing less than \$5,000 but more than \$300 that are particularly vulnerable to loss such as electronic devices (e.g. computers, notebook computers, tablets, printers, cell phones) and equipment. IPS shall take reasonable precautions to safeguard assets acquired with public funds.

VII. INSURANCE

POLICY: Impact Public Schools will maintain adequate insurance necessary for the operation of the School and to comply with requirements of the WSCSC Charter Contract.

PROCEDURES:

1.0 At a minimum Impact Public Schools shall maintain insurance coverage of the following:

- a. Comprehensive general liability: \$3,000,000;
- b. Officers, directors and employees errors and omissions: \$50,000;
- c. Professional liability insurance: \$1,000,000 per occurrence, plus \$3,000,000 for sexual molestation claims. Coverage must include coverage from claims of sexual molestation and corporal punishment. Any sub limits will be approved by the WSCSC.;
- d. Data Breach Insurance: \$1,000,000;
- e. Property insurance: As required by landlord or lender;
- f. Transportation/Motor vehicle liability (if appropriate): \$3,000,000 per occurrence,

which must include coverage for bodily injury and property damage with any sub limits must be approved by the WSCSC. In addition, collision and comprehensive insurance against physical damage including theft shall be provided with a maximum deductible of \$1,000 for collision and \$1,000 for comprehensive coverage except when the cost of the coverage would exceed the value of the vehicle during the contract period.;

g. Fidelity/Crime Coverage: \$500,0000; and

h. Workers' compensation: industrial insurance coverage for employees, as required by RCW Title 51.

2.0 The WSCSC shall be named as an additional insured on all of these insurance policies.

VIII. PERSONNEL AND PAYROLL

POLICY: Proper controls will ensure employees are sufficiently qualified and have undergone sufficient background investigations. Controls also will ensure accurate and timely payment of employees.

PROCEDURES:

The Impact Public Schools Employee Handbook contains additional matters of employment policy and practices and is provided to all employees annually.

1. An investigation, including checking employee's background, former employers, and references will be made for new hires by the hiring manager. All employees will be directed to complete fingerprinting with OSPI and certification of clearance will be kept in personnel file. Employee information will include teacher certification, Form W-4, I-9, employee agreement letter, offer sheet and highly qualified documentation where applicable.
2. The salaries and any bonuses of the CEO must be approved by the Board.
3. The CEO will determine salaries and bonuses of all other employees and be consistent with the Annual Budget.
4. Payroll will be processed on the last business day of the month or the corresponding business day immediately prior to the scheduled pay date if the last day of the month falls on a weekend or holiday. Payroll reports will be reviewed and certified by the CEO, and they paid and approved by the Board in accordance with the procedures outlined previously for issuing payments.
5. Employees shall accrue vacation and sick leave time based on the personnel policies (see **Impact Public Schools Employee Handbook**).
6. Consultants and contractors who are not employees must complete a contract setting out terms of services, duties, responsibilities and rates. A W-9 form will be kept on file for each of these contractors.
7. Employee retirement contributions and IPS employer contribution will be deposited monthly in accordance with the policies and process set forth by Washington State's Department of Retirement Systems.
8. All personnel files are kept confidential and secure via electronic means.
9. Paystubs will be available online.

IX. ADDITIONAL BOARD OVERSIGHT

POLICY: The Impact Public Schools Board shall have authority to review, approve, and modify all budgets and financial policies developed by the CEO and CFO/COO .

PROCEDURE: The Impact Public Schools Board will approve Impact Public Schools' financial policies at least once per year in advance of the start of the new fiscal year.

X. YEAR ONE CASH FLOW CONTINGENCY

A cash flow shortage would be a highly unlikely situation as cash flow has been projected very conservatively. For example, CSP funding is included A “break-even” point in Year 1, where month-end cash drops to \$0 would be caused if the budget took a hit of \$67,482. This could occur through three mechanisms: a loss of private funding, a loss of public funding, or an unexpected increase in expenses. (It is also worth noting that the very next month, the school is projected to have an ending cash balance of \$363K, so the duration of this risk period is short.)

On the private funding side, the budget includes \$1.1 million in philanthropic funding. Impact | Renton expects to receive a total of \$1.2 million, as described above, providing a cushion well above the break even point. Of this funding, 100% is anticipated from current funders of Impact. However, in the unlikely event that a funder pulled out, that alone would not be sufficient enough to cause cash flow concerns as the CMO has a healthy balance sheet and could make a short-term loan to the school if needed. The loss of that particular funding source, while highly unlikely, would need to be combined with a loss of public revenue and/or an unexpected increase in expenses to cause cash flow concerns.

On the public revenue side, all sources of funding are highly likely, so any loss in public funding would likely be due to a loss in enrollment. Extreme enrollment loss would result in associated expense cuts. However, if each grade level was under-enrolled by 10 students, then you could imagine a situation with an enrollment of 222 students and no staffing cuts. In this situation, the Basic Ed Allocation would decrease by \$384,330, using the rate included in the Commission financial workbook. However, assuming the current prototypical funding formula structure is still in place, this drop in enrollment would enable Impact | Renton to benefit from class size compliance and small schools funding, making the impact of the enrollment loss less pronounced. A large portion of this could also be made up from the additional philanthropy that is anticipated above what is included in the budget. Moreover, IPS has successfully over-enrolled its first school by 6% in Year 1 and 10% in Year 2, consistently maintained a waiting list, has recruitment practices that have demonstrated efficacy, and intends to continue to emphasize enrollment.

On the expense side, several unexpected expenses could potentially negatively impact the budget. Rent, for example, is budgeted based on actual estimates received for potential properties, but could potentially be higher than budgeted for. High-needs students can also cause unexpected increases to Special Ed expenses. However, because our current

expenses are on the conservative side, IPS anticipates sufficient cushion in the budget to absorb the impact of any unforeseen expenses. Additionally, transportation and food service are budgeted conservatively. A well-run food service or transportation program would result in savings. It can be difficult to anticipate Special Ed expenses or the ability to run a more efficient Special Ed program until the needs of the student population are assessed. However, the availability of Safety Net funding provides a backstop to fall back on in the event of high Special Ed expenses. Because of the cushion created by the conservative budget assumptions, IPS doesn't anticipate an increase in expenses to cause cash flow issues.

However, in the highly unlikely event that some combination of a decrease in private revenue, a decline in enrollment and public funding, and/or an increase in expenses results in cash flow issues, Impact | Renton would consider expense cuts, strategic fundraising, vendor management, or short-term loans. Expense cuts would mostly be considered in the event of enrollment loss. Fundraising in this situation would be focused on raising to cover any short-term gaps in cash flow. Impact | Renton plans to maintain friendly vendor relationships throughout the year to prepare for the unlikely situation that the Charter School needs to hold any vendor payments to make payroll and cover the gap until the apportionment is received at the end of the month. Short-term loans would be considered to the extent a board or local connection would offer such a transaction on favorable terms. In the break-even situation, the cash shortage does not occur until the end of July. The timing would provide enough time for Impact | Renton to make it through the school year without having to hold payroll and provide the Charter School to prepare for potential action to mitigate cash flow concerns. However, based on the current funding projections, conservative expense assumptions, and the leadership team's track record in fundraising, cash flow issues are highly unlikely.

To further backstop against potential issues in the first year and beyond, the school is budgeting to set aside resources to achieve 30 days cash on hand in Years 1 and 2, and 60 days in Year 3 and beyond.

XI. MEETING THE COMMISSION'S FINANCIAL PERFORMANCE FRAMEWORK

The school will be able to meet the standards outlined in the Commission's financial performance framework.

Current ratio: The school's cash flow and budget are designed to ensure that the school has sufficient assets in each month and year to pay off debts that are coming due in the near term. IPS has a history of carefully managing finances to ensure that the school maintains sufficient cash flow to cover operations. Should cash flow ever become an issue, IPS has reserves to be able to offer a loan.

Unrestricted Days Cash: The school's budget is designed to ensure that the school has a sufficient net income in each year to meet the 30-days cash on hand target in Years 1 and 2 and the 60-days cash on hand targets for Years 3 and beyond.

Debt Default: Neither IPS nor schools operated by IPS have had any defaults on debt obligations or covenants. Any debt incurred by the school is carefully mapped out to ensure that the school has sufficient resources to meet its obligations throughout the life of the debt.

Total Margin and Aggregated Three-year Total Margin: In all years, the school is projected to have a positive net income. The school will not operate with a deficit in any year, and will therefore meet the targets.

Debt to Asset Ratio: The school will not be reliant on borrowed funds to finance its operations, as in all years, revenues exceed expenditures. Therefore, the school will meet this target.

Cash Flow: The school will maintain a positive cash flow in all years, and will meet the Commission targets.

Enrollment variance: IPS has a history of consistently exceeding budgeted enrollment targets. This is achieved via an intentional, grassroots enrollment strategy that has been proven successful over multiple years and which is detailed in the Family Engagement section. This school is expected to exceed these targets.



IMPACT

PUBLIC SCHOOLS

Impact | Renton

Attachment 31 (Section 27): Evidence of Philanthropic Funding Commitments

Contents:

- Summary of Philanthropic Support
- Washington State Charter Schools Association - Charter Schools Program Grant
- Washington State Charter Schools Association - Fund Eligibility

Attachment 31: Evidence of Philanthropic Funding

Below is a summary of philanthropic support for Impact | Renton and where evidence documenting said support is located in this application:

- WA Charters - CSP Grant Overview - ***Attachment 31***
- WA Charters - Letter Documenting Fund Eligibility - ***Attachment 31***
- Charter School Growth Fund - Letter of Support and Intent to Extend Funding (paragraph 3) from Richard Billings - ***Attachment 3***



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



Washington State Charter Schools Association

506 2nd Ave, Suite 630 | Seattle, WA 98104

206.424.2780 | info@wacharters.org

February 20, 2020

Ms. Cindi Williams, Chairperson
Washington State Charter School Commission
P.O. Box 40996
Olympia, WA 98504-0996

Dear Chair Williams and Members of the Commission:

The Washington State Charter Schools Association (WA Charters) is an advocacy and professional membership organization that is working determinedly to grow a high-quality charter public school sector across the state of Washington. Through strategic sector-wide communications, advocacy, and school incubation and support, we advocate for and support high-quality charter public schools that meet the needs of systemically underserved students. WA Charters partners with talented leaders and community-based organizations seeking to plan, launch, and operate charter public schools that are responsive to the communities in which they locate.

To demonstrate our commitment to supporting the launch of successful schools in communities across the state, WA Charters has created a competitive grant program to support the startup of new independent charter public schools. Since its inception in 2014, this grant program has funded 14 different independent startup charter public school models through both Planning and Implementation Grants. These initial grants totaled approximately \$19.8 million and will have created more than 5,000 high-quality charter school seats once schools reach full enrollment. Each newly authorized independent charter public school approved to operate in Washington state is eligible to apply for this funding, and to date, each one has received WA Charters Planning and Implementation commitments totaling up to \$600,000. Authorized replication and expansion schools are eligible to receive up to \$400,000 Planning and Implementation commitments.

If authorized, Impact | Renton would be eligible for \$100,000 Planning Year Grant, which would enable Impact | Renton to hire additional staff, continue the development of their academic model, and fund other startup-related costs. In addition to grant funds, Impact | Renton would continue to receive intensive academic and organizational support from WA Charters over the course of their startup year (July 2020 – June 2021) to prepare for a successful school opening, including participation in WA Charters' Strong Start Program, which entails monthly retreats and personalized coaching.

As a Planning Grant grantee, Impact | Renton would benefit from best practices in many specific areas: state and federal compliance and reporting, meeting authorizer pre-opening conditions, instructional leadership, school-based operations, data and assessment systems, board governance, human capital management, community engagement, serving special populations of students (e.g. those with disabilities and English Language Learners), facilities, budgeting, and school finance. WA Charters partners with local and national experts to deliver trainings, including, but not limited to: Washington Charter School Development, Joule Growth Partners, the Office of the Superintendent for Public Instruction, and Seneca Family of Agencies.

Once launched and serving students, Impact | Renton would be eligible for a \$300,000 WA Charters' Implementation Grant, and the school would continue to benefit from technical assistance through WA Charters.

Because of our deep belief in their capacity to deliver on a rigorous, high-quality school, WA Charters is committed to continuing to support and invest in the and the Impact Public Schools Leadership Team and Board of Directors throughout the start-up phase and beyond for Impact | Renton.

Respectfully yours,

Patrick D'Amelio
CEO, WA Charters



IMPACT

PUBLIC SCHOOLS

Impact | Renton
Attachment 32 (Section 27)

Contents:

- Fundraising Plan

Attachment 32: Fundraising Plan

Impact | Renton will require start-up funding until year five when the school becomes independently sustainable on state and federal funding. Below is a four-pronged strategy that details Impact's approach to fundraising. In addition to these strategies, IPS hopes to continue partnering with our current national and local funders and is pursuing new national partnerships, including the Walton Family Foundation.

Fundraising Strategies

Fundraising Plan & Strategies

PROPRIETARY/CONFIDENTIAL INFORMATION¹

¹ This fundraising plan was curated by faculty at Impact Public Schools. The associated personnel costs, along with the proprietary and competitive nature of the content, has led us to mark this as confidential to protect this internal resource.



Leadership

Jen Davis Wickens, IPS's CEO, will lead fundraising for Impact | Renton with the support of the IPS Leadership Team and the IPS Board. Jen has an extensive background in fundraising and donor cultivation. In addition, all IPS board members have successful fundraising experience.

Board Involvement

The IPS Board will approve the annual fundraising goals, strategy, and plan for the upcoming school year at the June board meeting each year. At each subsequent board meeting, the CEO will report on progress made toward that goal on the org-wide dashboard. Ultimately, the CEO's ability to reach the fundraising goals will be factored into his/her annual evaluation.

PROPRIETARY/CONFIDENTIAL INFORMATION¹

¹ This fundraising plan was curated by faculty at Impact Public Schools. The associated personnel costs, along with the proprietary and competitive nature of the content, has led us to mark this as confidential to protect this internal resource.



IMPACT

PUBLIC SCHOOLS

Impact | Renton

Attachment 33 (Section 28): Recent Internal Financial Statements

Contents:

- Impact Public Schools P&L by Class (September 2019 – January 2020)
- Impact Public Schools Balance Sheet (as of January 31, 2020)
- Impact | Puget Sound Elementary P&L by Class (September 2019 – January 2020)
- Impact | Puget Sound Elementary Balance Sheet (as of January 31, 2020)
- Impact | Salish Sea Elementary P&L by Class (September 2019 – January 2020)
- Impact | Salish Sea Elementary Balance Sheet (as of January 31, 2020)
- 3400 S. 148th Street LLC P&L (September 2019 - January 2020)
- 3400 S. 148th Street LLC Balance Sheet (as of January 31, 2020)

Impact Public Schools

Profit and Loss by Class

September 2019 - January 2020

	<u>TOTAL</u>
Income	
2000 LOCAL SUPPORT - NON-TAX	0
2001 [IPS Only] CMO Management Fee	154,334.32
2002 [IPS Only] Rental Income	25,000.00
2500 Gifts Grants, and Donations (Local)	838,818.44
Total 2000 LOCAL SUPPORT - NON-TAX	<u>\$1,018,152.76</u>
Total Income	<u>\$1,018,152.76</u>
Gross Profit	<u>\$1,018,152.76</u>
Expenses	
00083 ADMINISTRATIVE STAFF PERSONNEL COSTS	-2,595.71
12210 Executive Management	64,375.00
13313 CFO / Director of Finance	57,937.50
23211 Instructional Management	59,181.25
23312 Deans, Directors & Coordinators	121,639.50
23315 Administrative Staff	4,748.64
23316 Other - Administrative	1,909.00
Total 00083 ADMINISTRATIVE STAFF PERSONNEL COSTS	<u>\$307,195.18</u>
10086 PAYROLL TAXES AND BENEFITS	0
10029 Social Security	0
12429 Superintendents Office	17,589.27
Total 10029 Social Security	<u>\$17,589.27</u>
10030 Medicare	0
12430 Superintendents Office	4,428.15
Total 10030 Medicare	<u>\$4,428.15</u>
10031 State Unemployment	0
12431 Superintendents Office	1,911.11
Total 10031 State Unemployment	<u>\$1,911.11</u>
10032 Workers Compensation Insurance	0
12432 Superintendents Office	618.09
Total 10032 Workers Compensation Insurance	<u>\$618.09</u>
10034 Health Insurance	0
12434 Superintendents Office	10,669.62
Total 10034 Health Insurance	<u>\$10,669.62</u>
10035 Dental Insurance	0
12435 Superintendents Office	982.24
Total 10035 Dental Insurance	<u>\$982.24</u>
10036 Vision Insurance	-20.85

12436 Superintendents Office	212.06
Total 10036 Vision Insurance	\$191.21
10037 Life Insurance	0
12437 Superintendents Office	392.1
Total 10037 Life Insurance	\$392.10
10038 Retirement Contribution	0
12438 Superintendents Office	39,654.40
Total 10038 Retirement Contribution	\$39,654.40
Total 10086 PAYROLL TAXES AND BENEFITS	\$76,436.19
10087 CONTRACTED SERVICES	0
13739 Accounting / Audit	10,647.29
13744 Payroll Services	549.75
23740 Legal	7,282.00
23750 Various Consultants (Translation, etc.)	14,550.00
72749 Technology Services	5,375.00
Total 10087 CONTRACTED SERVICES	\$38,404.04
10088 SCHOOL OPERATIONS	0
11551 Board Expenses	125.59
13569 Banking Fees	80.95
14564 Staff Recruitment	1,268.56
15565 Student Recruitment / Marketing	9,870.16
23562 Office Expense	274.79
31563 Staff Development	2,961.00
31866 Travel (Staff)	5,410.45
32558 Technology	3,470.39
73570 Printing	1,071.69
Total 10088 SCHOOL OPERATIONS	\$24,533.58
10091 FACILITY OPERATION & MAINTENANCE	0
68773 Insurance	15,069.40
Total 10091 FACILITY OPERATION & MAINTENANCE	\$15,069.40
Total Expenses	\$461,638.39
Net Operating Income	\$556,514.37
Net Income	\$556,514.37

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Impact Public Schools

IPS Balance Sheet

As of January 31, 2020

	<u>TOTAL</u>
ASSETS	
Current Assets	
Bank Accounts	
1072 Bill.com Money Out Clearing	0
IPS 44017432	1,000,985.56
Total Bank Accounts	\$1,000,985.56
Accounts Receivable	
Accounts Receivable (A/R)	72,665.08
Total Accounts Receivable	\$72,665.08
Other Current Assets	
Due from 148th St	265,286.23
Total Other Current Assets	\$265,286.23
Total Current Assets	\$1,338,936.87
Fixed Assets	
Building Improvements	0
Total Fixed Assets	\$0.00
TOTAL ASSETS	\$1,338,936.87
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
Accounts Payable (A/P)	15,623.93
Payable to IPS	-289,057.37
Total Accounts Payable	-\$273,433.44
Other Current Liabilities	
Accrued CSGF Loan Interest Payable	0.5
Accrued Expense	0
Due to 148th Street	10,947.50
Payroll Clearing	0
Payroll Liabilities	0
DentalInsurance	1,671.30
Federal Payroll Taxes	0
FIT	0
Medicare	0
SocialSecurity	0
Total Federal Payroll Taxes	\$0.00
HealthInsurance	5,497.79

LifeInsurance	0
RetirementContribution	14,321.15
StateUnemployment	949.97
VisionInsurance	556.48
WAPaidFamily&MedicalLeave	485.99
WorkersCompensationInsurance	824.67
Total Payroll Liabilities	\$24,307.35
Total Other Current Liabilities	\$35,255.35
Total Current Liabilities	-\$238,178.09
Long-Term Liabilities	
CSGF Loan (Charter School Growth Fund)	0
Total Long-Term Liabilities	\$0.00
Total Liabilities	-\$238,178.09
Equity	
Opening Balance Equity	126,448.03
Retained Earnings	894,152.56
Net Income	556,514.37
Total Equity	\$1,577,114.96
TOTAL LIABILITIES AND EQUITY	\$1,338,936.87

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Impact | Puget Sound Elementary

Profit and Loss by Class

September 2019 - January 2020

	<u>TOTAL</u>
Income	
2000 LOCAL SUPPORT - NON-TAX	0
2298 School Food Services	13,174.45
2500 Gifts Grants, and Donations (Local)	100,000.00
Total 2000 LOCAL SUPPORT - NON-TAX	\$113,174.45
3000 STATE REVENUE - GENERAL PURPOSE	0
3100 Apportionment	1,253,567.00
3121 Special Education - General Apportionment	24,346.59
Total 3000 STATE REVENUE - GENERAL PURPOSE	\$1,277,913.59
4000 STATE REVENUE - SPECIAL PURPOSE	720
4121 Special Education - State	55,972.36
4155 Learning Assistance	54,887.01
4165 Transitional Bilingual	48,745.26
4174 Highly Capable	3,531.25
4198 School Food Service	2,790.18
4199 Transportation - Operations	18,232.25
Total 4000 STATE REVENUE - SPECIAL PURPOSE	\$184,878.31
5000 FEDERAL REVENUE - GENERAL PURPOSE	0
6124 IDEA Funding	14,315.35
6151 Title I	20,187.87
6152 Title II	452.32
Total 5000 FEDERAL REVENUE - GENERAL PURPOSE	\$34,955.54
6000 FEDERAL REVENUE - SPECIAL PURPOSE	0
6100 Special Purpose - OSPI Unassigned (e.g. CSP)	55,397.96
6198 School Food Services	45,609.17
Total 6000 FEDERAL REVENUE - SPECIAL PURPOSE	\$101,007.13
Total Income	\$1,711,929.02
Gross Profit	\$1,711,929.02
Expenses	
00083 ADMINISTRATIVE STAFF PERSONNEL COSTS	0
23211 Instructional Management	51,666.65
23314 Operation / Business Manager	39,223.86
23316 Other - Administrative	18,750.00
Total 00083 ADMINISTRATIVE STAFF PERSONNEL COSTS	\$109,640.51
10084 INSTRUCTIONAL PERSONNEL COSTS	0
27217 Teachers - Regular	399,393.71
27320 Teaching Assistants	3,213.40

27322 Aides	4,130.80
27324 Other - Instructional	53,102.42
Total 10084 INSTRUCTIONAL PERSONNEL COSTS	\$459,840.33
10086 PAYROLL TAXES AND BENEFITS	0
10029 Social Security	0
23429 Principals Office	6,541.30
27429 Teaching	28,046.23
Total 10029 Social Security	\$34,587.53
10030 Medicare	0
13430 Business Office	232.24
23430 Principals Office	1,297.58
27430 Teaching	6,559.21
Total 10030 Medicare	\$8,089.03
10031 State Unemployment	0
23431 Principals Office	918.17
27431 Teaching	4,960.85
Total 10031 State Unemployment	\$5,879.02
10032 Workers Compensation Insurance	0
23432 Principals Office	448.29
27432 Teaching	3,340.02
Total 10032 Workers Compensation Insurance	\$3,788.31
10034 Health Insurance	0
23434 Principals Office	5,707.71
27434 Teaching	31,417.63
Total 10034 Health Insurance	\$37,125.34
10035 Dental Insurance	0
23435 Principals Office	532.96
27435 Teaching	3,212.37
Total 10035 Dental Insurance	\$3,745.33
10036 Vision Insurance	0
23436 Principals Office	125.74
27436 Teaching	619.08
Total 10036 Vision Insurance	\$744.82
10037 Life Insurance	0
23437 Principals Office	84.5
27437 Teaching	161.7
Total 10037 Life Insurance	\$246.20
10038 Retirement Contribution	0
23438 Principals Office	12,175.80
27438 Teaching	72,065.95
Total 10038 Retirement Contribution	\$84,241.75
Total 10086 PAYROLL TAXES AND BENEFITS	\$178,447.33
10087 CONTRACTED SERVICES	0

10043 Food Service / School Lunch	0
42743 Meals	98,081.10
44743 Meal Service	0
Total 10043 Food Service / School Lunch	\$98,081.10
13739 Accounting / Audit	64.6
13741 Management Company Fee	154,334.32
13748 Oversight Fee	43,376.92
23747 Dues & Membership	1,760.00
23750 Various Consultants (Translation, etc.)	12,265.80
26745 Special Ed Services	35,221.11
72749 Technology Services	1,100.00
Total 10087 CONTRACTED SERVICES	\$346,203.85
10088 SCHOOL OPERATIONS	1,526.27
10053 Special Ed Supplies & Materials	0
26553 Related Services	0
27553 Special Education Services (Not Actual Services)	0
Total 10053 Special Ed Supplies & Materials	\$0.00
10071 Internet/Web site	382.42
72771 Internet connection	2,758.77
Total 10071 Internet/Web site	\$3,141.19
10089 Supplies & Materials other	0
44555 Supplies for Food Service	2,288.56
63555 Supplies for Building Operations	4,334.38
Total 10089 Supplies & Materials other	\$6,622.94
13569 Banking Fees	468.26
14564 Staff Recruitment	45
15565 Student Recruitment / Marketing	6,887.43
15572 Postage	23.4
23562 Office Expense	4,815.67
27552 Classroom / Teaching Supplies & Materials	16,605.68
27560 Field Trips	390.03
31563 Staff Development	4,459.16
31866 Travel (Staff)	242.8
32558 Technology	3,742.63
33554 Textbooks / Workbooks	7,903.95
52561 Transportation (student)	43,470.05
65557 Telephone	4,463.44
72568 Student Information System	6,359.15
Total 10088 SCHOOL OPERATIONS	\$111,167.05
10091 FACILITY OPERATION & MAINTENANCE	0
10094 Repairs & Maintenance	0
62794 Grounds maintenance	7,836.62
64794 Other repairs & maintenance	5,082.65

Total 10094 Repairs & Maintenance	\$12,919.27
63774 Janitorial Services	21,150.00
63775 Building and Land Rent / Lease	214,367.00
65779 Utilities	25,171.64
67778 Security Services	970.08
68773 Insurance	14,719.41
83780 WCSD Loan Interest	5,634.04
Total 10091 FACILITY OPERATION & MAINTENANCE	\$294,931.44
Total Expenses	\$1,500,230.51
Net Operating Income	\$211,698.51
Net Income	\$211,698.51

Thursday, Feb 27, 2020 01:10:32 PM GMT-8 - Accrual Basis

Impact | Puget Sound Elementary

Balance Sheet

As of January 31, 2020

	<u>TOTAL</u>
ASSETS	
Current Assets	
Bank Accounts	
1072 Bill.com Money Out Clearing	2,813.81
PSE 44018554	998,069.23
Total Bank Accounts	\$1,000,883.04
Other Current Assets	
Deferred Expense	0
Total Other Current Assets	\$0.00
Total Current Assets	\$1,000,883.04
Fixed Assets	
Building Improvements	475,000.00
Total Fixed Assets	\$475,000.00
TOTAL ASSETS	\$1,475,883.04
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
Accounts Payable (A/P)	77,766.95
Payable to IPS	126,438.02
Total Accounts Payable	\$204,204.97
Other Current Liabilities	
Accrued Expense	0
Payroll Clearing	0
Payroll Liabilities	0
DentalInsurance	3,688.47
Federal Payroll Taxes	0
FIT	-0.04
Medicare	-0.32
SocialSecurity	0.3
Total Federal Payroll Taxes	-\$0.06
HealthInsurance	13,412.22
LifeInsurance	0
RetirementContribution	22,474.61
StateUnemployment	712.5
VisionInsurance	3,135.51
WAPaidFamily&MedicalLeave	1,009.47

WorkersCompensationInsurance	1,272.06
Total Payroll Liabilities	\$45,704.78
Prepaid Grant	0
Total Other Current Liabilities	\$45,704.78
Total Current Liabilities	\$249,909.75
Long-Term Liabilities	
WCSD Loan (Washington Charter School Development)	475,000.00
Total Long-Term Liabilities	\$475,000.00
Total Liabilities	\$724,909.75
Equity	
Retained Earnings	539,274.78
Net Income	211,698.51
Total Equity	\$750,973.29
TOTAL LIABILITIES AND EQUITY	\$1,475,883.04

Thursday, Feb 27, 2020 01:21:22 PM GMT-8 - Accrual Basis

Impact | Salish Sea Elementary

Profit and Loss by Class

September 2019 - January 2020

	<u>TOTAL</u>
Income	
	The school received a grant of \$100,000 from IPS just before the fiscal year began so it is not reflected here.
2000 LOCAL SUPPORT - NON-TAX	0
2298 School Food Services	0
Total 2000 LOCAL SUPPORT - NON-TAX	\$0.00
6000 FEDERAL REVENUE - SPECIAL PURPOSE	0
6100 Special Purpose - OSPI Unassigned (e.g. CSP)	19,665.19
Total 6000 FEDERAL REVENUE - SPECIAL PURPOSE	\$19,665.19
Total Income	\$19,665.19
Gross Profit	\$19,665.19
Expenses	
00083 ADMINISTRATIVE STAFF PERSONNEL COSTS	0
23314 Operation / Business Manager	21,298.31
23315 Administrative Staff	21,098.52
Total 00083 ADMINISTRATIVE STAFF PERSONNEL COSTS	\$42,396.83
10086 PAYROLL TAXES AND BENEFITS	0
10029 Social Security	0
23429 Principals Office	2,303.59
27429 Teaching	223.38
Total 10029 Social Security	\$2,526.97
10030 Medicare	0
23430 Principals Office	165.99
27430 Teaching	424.98
Total 10030 Medicare	\$590.97
10031 State Unemployment	0
13431 Business Office	65.51
23431 Principals Office	253.56
Total 10031 State Unemployment	\$319.07
10032 Workers Compensation Insurance	0
23432 Principals Office	193.41
27432 Teaching	21.66
Total 10032 Workers Compensation Insurance	\$215.07
10034 Health Insurance	0
23434 Principals Office	1,911.67
Total 10034 Health Insurance	\$1,911.67
10035 Dental Insurance	0

23435 Principals Office	207.93
Total 10035 Dental Insurance	\$207.93
10038 Retirement Contribution	0
23438 Principals Office	6,036.58
Total 10038 Retirement Contribution	\$6,036.58
Total 10086 PAYROLL TAXES AND BENEFITS	\$11,808.26
Total Expenses	\$54,205.09
Net Operating Income	-\$34,539.90

Net Income	-\$34,539.90
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The school received a grant of \$100,000 from IPS just before the fiscal year began so it is not reflected here. With this included, the net income is positive.

Friday, Feb 14, 2020 09:03:31 AM GMT-8 - Accrual Basis

Impact | Salish Sea Elementary

Balance Sheet

As of January 31, 2020

	<u>TOTAL</u>
ASSETS	
Current Assets	
Bank Accounts	
1072 Bill.com Money Out Clearing	0
Impact Salish Sea	74,439.24
Total Bank Accounts	<u>\$74,439.24</u>
Accounts Receivable	
Accounts Receivable (A/R)	0
Total Accounts Receivable	<u>\$0.00</u>
Total Current Assets	<u>\$74,439.24</u>
TOTAL ASSETS	\$74,439.24
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
Accounts Payable (A/P)	4,665.01
Total Accounts Payable	<u>\$4,665.01</u>
Other Current Liabilities	
Payroll Liabilities	0
DentalInsurance	151.35
Federal Payroll Taxes	0
FIT	341.39
Medicare	0
SocialSecurity	0
Total Federal Payroll Taxes	<u>\$341.39</u>
HealthInsurance	1,123.43
RetirementContribution	2,674.49
VisionInsurance	23.47
WAPaidFamily&MedicalLeave	0
WorkersCompensationInsurance	0
Total Payroll Liabilities	<u>\$4,314.13</u>
Total Other Current Liabilities	<u>\$4,314.13</u>
Total Current Liabilities	<u>\$8,979.14</u>
Total Liabilities	\$8,979.14
Equity	
Retained Earnings	100,000.00
Net Income	<u>-34,539.90</u>

Total Equity	<u>\$65,460.10</u>
TOTAL LIABILITIES AND EQUITY	<u>\$74,439.24</u>

Friday, Feb 14, 2020 09:03:03 AM GMT-8 - Accrual Basis

3400 S 148th Street LLC
Profit and Loss
September 2019 - January 2020

	<u>Total</u>
Income	
Rental Income from PSE	4,672.00
Services	<u>214,367.00</u>
Total Income	<u>\$219,039.00</u>
Gross Profit	\$219,039.00
Expenses	
Bank & Other Fees	25
RAZA & WCSD Loan for PSE	<u>126,659.18</u>
Total Expenses	<u>\$126,684.18</u>
Net Operating Income	<u>\$92,354.82</u>
Net Income	\$92,354.82

Friday, Feb 14, 2020 11:54:15 AM GMT-8 - Accrual Basis

3400 S 148th Street LLC
Balance Sheet
As of January 31, 2020

	<u>Total</u>
ASSETS	
Current Assets	
Bank Accounts	
44018323	379,721.50
Bill.com Money Out Clearing	<u>0</u>
Total Bank Accounts	\$379,721.50
Accounts Receivable	
Accounts Receivable (A/R)	<u>15,619.00</u>
Total Accounts Receivable	\$15,619.00
Other Current Assets	
Proceeds from Issuance of Debt	<u>9,268.00</u>
Total Other Current Assets	\$9,268.00
Total Current Assets	\$404,608.50
Fixed Assets	
3400 S 148th Street Land & Building	5,081,588.99
Purchase of Property and Equipment	<u>-78,956.00</u>
Total Fixed Assets	\$5,002,632.99
TOTAL ASSETS	\$5,407,241.49
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
Accounts Payable (A/P)	<u>0</u>
Total Accounts Payable	\$0.00
Other Current Liabilities	
Due to IPS	265,285.73
IPS Clearing Account	<u>0</u>
Total Other Current Liabilities	\$265,285.73
Total Current Liabilities	\$265,285.73
Long-Term Liabilities	
Raza Development Loan	<u>4,979,512.12</u>
Total Long-Term Liabilities	\$4,979,512.12
Total Liabilities	\$5,244,797.85
Equity	
Retained Earnings	70,088.82
Net Income	<u>92,354.82</u>
Total Equity	\$162,443.64

TOTAL LIABILITIES AND EQUITY

\$5,407,241.49

Friday, Feb 14, 2020 11:58:48 AM GMT-8 - Accrual Basis



IMPACT

PUBLIC SCHOOLS

Impact | Renton
Attachment 34 (Section 28)

Contents:

- Independent financial audit reports and management letters



Impact Public Schools

**Financial Statements with Supplemental
Reports and Schedules in Accordance with
Government Auditing Standards
Year Ended August 31, 2019**

The report accompanying these financial statements was issued by

BDO USA, LLP, a Delaware limited liability partnership and the U.S. member of
BDO International Limited, a UK company limited by guarantee.



Impact Public Schools

**Financial Statements with Supplemental Reports
and Schedules in Accordance with
Government Auditing Standards
Year Ended August 31, 2019**

Impact Public Schools

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Independent Auditors' Report

To the Board of Directors
Impact Public Schools
Tukwila, Washington

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Impact Public Schools, as of and for the year ended August 31, 2019, and the related notes to the financial statements, which collectively comprise Impact Public School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America, and the standards applicable to the financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the governmental activities and each major fund of Impact Public Schools as of August 31, 2019, and the respective changes in financial position thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Other Matter

Accounting principles generally accepted in the United States require that management's discussion and analysis on pages 6 through 10, the budgetary comparison information on pages 34 and 35, and the schedules related to the net pension liability on pages 36 and 37 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplemental information in accordance with auditing standards generally accepted in the United States, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated February 25, 2020, on our consideration of Impact Public Schools' internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Impact Public Schools' internal control over financial reporting and compliance.

BDO USA, LLP

February 25, 2020

Management Discussion and Analysis

Impact Public Schools

Management's Discussion and Analysis

Our discussion and analysis of Impact Public Schools' financial performance provides an overview of Impact Public Schools' financial activities for the fiscal year ended August 31, 2019. Readers should consider the information presented here in conjunction with additional information and notes furnished in all sections of this report.

Financial Highlights

- Impact Public Schools' net position as of August 31, 2019, was \$1,025,170. Total assets (including deferred outflows of resources) were \$10,821,516.
- During the year, Impact Public Schools' had total revenues of \$4,412,283 and total expenses of \$4,017,325, resulting in a change in net position of \$394,958.
- Net capital assets decreased by \$93,265, due to depreciation exceeding additions. Capital purchases were primarily financed by cash and cash equivalents and debt issuances.
- As of August 31, 2019, Impact Public Schools' has debt of \$8,850,000.

Overview of Financial Statements

The MD&A is intended to serve as an introduction to Impact Public Schools' basic financial statements, which comprise three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements.

Government-wide Financial Statements

The government-wide financial statements are designed to provide readers with a broad overview of the Impact Public Schools' finances in a manner similar to a private-sector business.

The statement of net position presents information on all of Impact Public Schools' assets, deferred outflows of resources, liabilities, and deferred inflows of resources, with the difference reported as net position. Over time, increases or decreases in net position may serve as an indicator of whether Impact Public Schools' financial position is improving or deteriorating.

The statement of activities demonstrates how the net position changed during the fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

Both of the government-wide financial statements distinguish functions that are principally supported by taxes and intergovernmental revenues (governmental activities) from other functions that are intended to recover all or a significant portion of their costs through user fees and charges (business-type activities).

The government-wide financial statements can be found on pages 12 and 13 of this report.

Impact Public Schools

Management's Discussion and Analysis

Financial Analysis

Statements of Net Position and Activities

Net position is an indicator of a government entity's financial position. Impact Public Schools' assets and deferred outflows of resources exceeded liabilities and deferred inflow of resources by \$1,025,170.

The following is a summary of the statements of net position:

<i>August 31,</i>	Net Position			
	2019	2018	Difference	% Change
Current and other assets	\$ 1,831,756	\$ 447,805	\$ 1,383,951	309.05%
Capital assets, net	8,874,082	8,967,347	(93,265)	(1.04)
Deferred outflows of resources	115,678	-	115,678	
Total Assets and Deferred Outflows	10,821,516	9,415,152	1,406,364	14.94
Current and other liabilities	338,670	53,551	285,119	532.43
Long-term liabilities	9,320,589	8,731,389	589,200	6.75
Deferred inflows of resources	137,087	-	137,087	
Net Position	\$ 1,025,170	\$ 630,212	\$ 394,958	62.67%

A significant portion of total assets and deferred outflows is invested in capital assets (\$8,874,082 at August 31, 2019) related to Impact Public Schools' facilities acquired in during the year ended August 31, 2018.

A significant portion of total liabilities (\$9,659,259) is attributable costs incurred to acquire capital assets and to pension liabilities (\$459,628).

The unrestricted net position of \$461,813 represents resources available to finance normal school activities without external constraints imposed by law through constitutional provisions or enabling legislation, laws, and regulations of other governments. Restricted net position of \$539,275 is attributable to the activities restricted for Impact | Puget Sound Elementary. The remaining portion of net position is represented by Impact Public Schools' net investment of capital assets of \$8,874,082, net of related debt of \$8,850,000.

Impact Public Schools

Management's Discussion and Analysis

The following is a summary of the statement of activities:

August 31,	Activities	
	2019	2018
Revenues	\$ 4,412,283	\$ 1,280,119
Expenses	4,007,325	776,873
Change in net position	404,958	503,246
Net position, beginning of year	620,212	116,966
Net position, end of year	\$ 1,025,170	\$ 620,212

Revenues above are consistent with those reported on the summary of the statement of governmental fund revenue and expenditures below. Changes in revenues year over year are explained below. The primary difference in expenses in the table above, and expenditures in the table below, is due to the recognition of pension obligations during the year ended August 31, 2019, included in expenditures below.

Statements of Governmental Fund Revenue and Expenditures

The following is a summary of the statements of governmental fund revenue, expenditures, and changes in fund balance:

August 31,	2019	2018	Difference	% Change
State apportionment - general purpose	\$ 2,054,244	\$ -	\$ 2,054,244	
State apportionment - special purpose	297,051	-	297,051	
Federal grants - general purpose	94,381	-	94,381	
Federal grants - special purpose	428,356	128,716	299,640	232.79%
State charter systems grants	463,200	-	463,200	
Contributions	1,004,576	1,147,242	(142,666)	(12.44)
Rental income	70,475	4,161	66,314	1,593.70
Total	\$ 4,412,283	\$ 1,280,119	\$ 3,132,164	244.68%

August 31,	2019	2018	Difference	% Change
Personnel - instructional	\$ 722,591	\$ -	\$ 722,591	
Personnel - administration	653,023	542,508	110,515	20.37%
Personnel - taxes and benefits	444,797	75,450	369,347	489.53
School operations	517,403	118,157	399,246	337.89
Purchased services	398,893	181,916	216,977	119.27
Facilities	173,740	32,571	141,169	433.42
Debt service - interest	370,175	231,383	138,792	59.98
Capital outlay	79,919	8,620,966	(8,541,047)	(99.07)
Total	\$ 3,360,541	\$ 9,802,951	\$(6,442,410)	(65.7%)

Impact Public Schools

Management's Discussion and Analysis

Budget Variance Highlights - Governmental Fund Revenues and Expenditures

Impact Public Schools' charter contract with the Washington State Charter School Commission requires submission of a budget forecast for the following fiscal year on July 10. In 2018, Impact Public Schools filed amended budget for Impact | Puget Sound Elementary special revenue fund, resulting in the following significant variances between the amended budget and actual amounts.

Revenues

In 2019, actual revenue exceeded budgeted revenue for the general fund by \$410,620. The central driver of the variance is due to greater public support through contributions received than expected.

In 2019, actual revenue exceeded budgeted revenue for the Impact | Puget Sound Elementary special revenue fund by \$331,201. The central driver of the variance is that actual student enrollment exceeded expectations. Impact Public Schools anticipated opening at full enrollment; however, over-enrollment was maintained throughout 2019.

The increased enrollment resulted in additional state appropriations.

Expenses

Major changes in expenditures from 2018 to 2019 include:

- Increased salary due to hiring of faculty and administration to operate the school.
- Increased expenditures in School Operations, Purchased Services, and Facilities to purchase curriculum, and food services.

In 2019, actual expenditures exceeded the budget for the Impact | Puget Sound Elementary special revenue fund by \$129,867, and actual expenditures exceeded the budget for the general fund by \$215,364. This was primarily due to actual enrollment exceeding anticipated enrollment. Impact Public Schools maintained over-enrollment throughout 2019 and had to increase expenditures to acquire additional resources and services to deliver excellent education to all scholars.

Capital Assets and Debt Administration

At August 31, 2019, Impact Public Schools has a net accumulated balance of \$8,874,082 invested in capital assets. While the primary costs of acquisition were incurred during the year ended August 31, 2018, certain additional improvements were made to current facilities during the year ended August 31, 2019, to prepare them for the launch of the first school year.

Debt administration - As of June 30, 2019, Impact Public Schools had a total of \$8,850,000 in loans payable, which consisted of three separate loans payable to private lenders. The largest portion of loans payable (\$6,500,000) is secured by a deed of trust on the school facilities and assignment of rents. The remaining loans payable (\$2,350,000) are unsecured.

Debt service in 2019 consisted of interest for two loans, while the third loan has deferred interest through March 2021. Principal plus interest payments begin in October 2019 for the secured loan in the amount of \$41,372 per month.

Impact Public Schools

Management's Discussion and Analysis

Loans payable increased by \$161,580 from the previous year due to final draws made in order to finance remaining capital improvements. No additional borrowings are expected.

Financial Outlook

Impact Public Schools is well positioned to continue successful financial and programmatic operations. A strong cash position, continued full student enrollment, growing reputation in delivering excellent education, and established management systems will enable continued success.

Impact | Puget Sound Elementary maintains strong enrollment and is entering 2020 over-enrolled with an additional waitlist of families awaiting enrollment.

Impact Public Schools will continue to grow the charter network with the expected opening of Impact | Salish Sea Elementary in fall 2020. The second school in the network is expected to open fully enrolled.

Requests for Information

This financial report is designed to present the user (citizens, taxpayers, customers, creditors, and other interested parties) with a general overview of Impact Public Schools' finances and to demonstrate Impact Public Schools' accountability. Questions concerning any of the information provided in this report or requests for additional information should be addressed to Impact Public Schools' Chief Financial Officer at 3438 S 148th Street, Tukwila, WA 98168.

Financial Statements

Impact Public Schools

Statement of Net Position

August 31, 2019

Assets and Deferred Outflows of Resources	
Current Assets	
Cash and cash equivalents	\$ 1,831,106
Prepaid expenses	650
Total Current Assets	1,831,756
Noncurrent Assets	
Capital assets, net	8,874,082
Total Assets	10,705,838
Deferred Outflows of Resources	115,678
Total Assets and Deferred Outflows of Resources	\$ 10,821,516
Liabilities and Deferred Inflows of Resources	
Current Liabilities	
Accounts payable and accrued expenses	\$ 201,996
Accrued interest payable	32,184
Current portion of loans payable	104,490
Total Current Liabilities	338,670
Accrued Interest Payable	115,451
Noncurrent Portion of Loans Payable	8,745,510
Net Pension Liability	459,628
Total Liabilities	9,659,259
Deferred Inflows of Resources	137,087
Total Liabilities and Deferred Inflows of Resources	9,796,346
Net Position	
Net Investment in Capital Assets	24,082
Impact Puget Sound Elementary Activities	539,275
Unrestricted	461,813
Total Net Position	1,025,170
Total Liabilities, deferred inflows of resources and net position	\$ 10,821,516

See accompanying notes to financial statements.

Impact Public Schools

Statement of Activities

Year ended August 31, 2019

Revenues

State apportionment - general purpose	\$ 2,054,244
State apportionment - special purpose	297,051
Federal grants - general purpose	94,381
Federal grants - special purpose	428,356
Washington Charter Schools Association grants	463,200
Contributions	1,004,576
Rental income	70,475

Total Revenues	4,412,283
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Expenses**Current**

Personnel - instructional	722,591
Personnel - administration	653,023
Personnel - taxes and benefits	925,834
School operations	517,403
Purchased services	398,893
Facilities	346,924
Interest on long-term debt	442,657

Total Expenses	4,007,325
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Change in Net Position	404,958
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Net Position, beginning of year	620,212
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Net Position, end of year	\$ 1,025,170
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See accompanying notes to financial statements.

Impact Public Schools

Balance Sheet - Governmental Funds

<i>August 31, 2019</i>	General	Impact Puget Sound Elementary	Debt Service	Total Governmental Funds
Assets				
Cash and Cash Equivalents	\$ 822,811	\$ 684,072	\$ 324,223	\$ 1,831,106
Prepaid Expenses	-	650	-	650
Due from Other Funds	275,519	-	10,947	286,466
Total Assets	1,098,330	684,722	335,170	2,118,222
Liabilities and Fund Balances				
Liabilities				
Accounts payable and accrued expenses	\$ 66,782	\$ 135,214	\$ -	\$ 201,996
Accrued interest payable	-	-	32,184	32,184
Due to other funds	10,947	10,233	265,286	286,466
Total Liabilities	77,729	145,447	297,470	520,646
Fund Balances				
Restricted for:				
Puget Sound Elementary activities	-	539,275	-	539,275
Assigned to:				
Debt service	-	-	37,700	37,700
Unassigned	1,020,601	-	-	1,020,601
Total Fund Balances	1,020,601	539,275	37,700	1,597,576
Total Liabilities and Fund Balances	\$ 1,098,330	\$ 684,722	\$ 335,170	
Amounts reported for governmental activities in the Statement of Net Position are different because:				
Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the governmental funds listed above				8,874,082
Long-term liabilities, including loans payable, accrued interest, and the net pension liability are not due and payable in the current period and, therefore, are not treated as liabilities in the governmental funds				(9,425,079)
Certain changes in net pension liabilities are deferred rather than recognized immediately and, therefore, are not reported in the governmental funds listed above				(21,409)
Net Position of Governmental Activities			\$	1,025,170

See accompanying notes to financial statements.

Impact Public Schools

Statement of Revenues, Expenditures, and Changes in Fund Balances - Governmental Funds

August 31, 2019	General	Impact Puget Sound Elementary	Debt Service	Total Governmental Funds
Revenues				
State apportionment - general purpose	\$ -	\$ 2,054,244	\$ -	\$ 2,054,244
State apportionment - special purpose	-	297,051	-	297,051
Federal grants - general purpose	-	94,381	-	94,381
Federal grants - special purpose	29,784	398,572	-	428,356
Washington Charter Schools Association grants	463,200	-	-	463,200
Contributions	978,161	26,415	-	1,004,576
Rental income	70,475	-	-	70,475
Total Revenues	1,541,620	2,870,663	-	4,412,283
Expenditures				
Personnel - instructional	-	722,591	-	722,591
Personnel - administration	463,061	189,962	-	653,023
Personnel - taxes and benefits	146,176	298,621	-	444,797
School operations	82,028	435,375	-	517,403
Purchased services	91,795	300,790	6,308	398,893
Facilities	14,892	158,848	-	173,740
Debt service - interest	22	12,654	357,499	370,175
Capital outlay	-	-	79,919	79,919
Total Expenditures	797,974	2,118,841	443,726	3,360,541
Excess (Deficiency) of Revenues over Expenditures	743,646	751,822	(443,726)	1,051,742
Other Financing Sources (Uses)				
Transfers in	208,797	250,000	342,606	801,403
Transfers out	(250,000)	(551,403)	-	(801,403)
Loan issuance proceeds	-	-	161,580	161,580
Total Other Financing Sources (Uses)	(41,203)	(301,403)	504,186	161,580
Net Change in Fund Balances	702,443	450,419	60,460	1,213,322
Fund Balances, beginning of year	318,158	88,856	(22,760)	384,254
Fund Balances, end of year	\$ 1,020,601	\$ 539,275	\$ 37,700	\$ 1,597,576

See accompanying notes to financial statements.

Impact Public Schools

Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balances of Governmental Funds to the Statement of Activities

Year ended August 31, 2019

Net change in fund balances - total governmental funds	\$ 1,213,322
Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense. This is the amount by which depreciation (\$173,184) was greater than capital outlays (\$79,919) in the current period.	(93,265)
The issuance of loans payable provides current financial resources to governmental funds while the repayment of the principal of loans payable consumes the current financial resources of governmental funds. Neither transaction, however, has any effect on net position. This amount is the net effect of these differences in the treatment of loans payable and related items. Issuances of loans payable were \$161,580 (there were no repayments of loans payable during the year ended August 31, 2019).	(161,580)
Change in:	
Accrued interest on loans payable	(72,482)
Net pension liability and related deferred inflows and outflows	(481,037)
Change in Net Position of Governmental Activities	\$ 404,958

See accompanying notes to financial statements.

Impact Public Schools

Notes to Financial Statements

1. Summary of Significant Accounting Policies

Entity and Charter

Impact Public Schools is organized as a nonprofit corporation providing public charter school education services authorized by Section 392 of the Washington Code.

Washington Code requires charter schools to comply with the same federal reporting requirements imposed on traditional public school districts (i.e., on a governmental, rather than nonprofit, basis of accounting). Additionally, enabling legislation creates charter schools as public entities (i.e., as public schools, subject to provisions common with other governmental entities as set forth in Washington Code). Accordingly, Impact Public Schools' basis of accounting and presentation follows the governmental, rather than nonprofit, reporting model.

During the year ended August 31, 2019, Impact Public Schools opened the doors to a kindergarten and first grade elementary school under the name Impact | Puget Sound Elementary, located in Tukwila, Washington. Impact | Puget Sound Elementary is expected to expand to serve second grade during the year ending August 31, 2020, and add a grade per year through fifth grade in succeeding years.

Additionally, in May 2019, the Washington State Charter School Commission approved Impact Public Schools' application to expand its operations with the creation of Impact | Salish Sea Elementary, a kindergarten and first grade elementary school. Impact | Salish Sea Elementary is expected to open during the year ending August 31, 2021, and ultimately expand to serve grades kindergarten through fifth in years succeeding.

Reporting Entity

The accompanying financial statements present the activities of Impact Public Schools. Impact Public Schools receives funding from local, state, and federal government sources and must comply with all of the requirements of these funding source entities. However, Impact Public Schools is not included in any other governmental reporting entity as defined by accounting principles generally accepted in the United States. Board members are volunteers and have decision making authority, the power to designate management, the ability to significantly influence operations, and the primary accountability for fiscal matters. In addition, Impact Public Schools' reporting entity does not contain any component units.

Basis of Presentation

Impact Public Schools follows pronouncements issued by the Governmental Accounting Standards Board in determining the reporting entity and component units. The financial reporting entity consists solely of Impact Public Schools, the primary government. Accordingly, the financial statements include all funds and agencies of the primary government whose budgets are controlled or whose boards are appointed by Impact Public Schools' Board of Directors.

The accounts of Impact Public Schools are organized and operated on the basis of funds. A fund is an independent fiscal and accounting entity with a self-balancing set of accounts. Fund accounting segregates funds according to their intended purpose and is used to aid management in demonstrating compliance with finance related legal and contractual provisions. The minimum number of funds is maintained consistent with legal and managerial requirements.

Impact Public Schools

Notes to Financial Statements

Government-Wide Financial Statements

The government-wide financial statements for Impact Public Schools are reported using the economic resources measurement focus and the accrual basis of accounting. Revenue is recorded when earned, and expenses are recorded at the time liabilities are incurred regardless of when the related cash flows take place. Revenue from grants are recognized in the fiscal year in which all eligibility requirements have been satisfied.

Governmental Fund Financial Statements

Governmental funds for Impact Public Schools are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenue is recognized when measurable and available. "Measurable" means the amount of the transaction can be determined, and "available" means collectible within the current period or within 60 days after year end and, therefore, available to be used to pay liabilities of the current period. Expenditures are recorded when the related fund liability is incurred, except for debt service expenditures, including accrued interest, which are recognized only when payment is due. General capital asset acquisitions are reported as expenditures in governmental funds. Proceeds of loans payable are reported as other financing sources.

Impact Public Schools reports the following major governmental funds:

General Fund - The General Fund is Impact Public Schools' primary operating fund. It is used to account for all financial resources of the general government, except those required to be accounted for in another fund.

Impact | Puget Sound Elementary Special Revenue Fund - Records the activity related to the operations of Impact | Puget Sound Elementary, including all revenues and expenditures.

Debt Service Fund - Accounts for assets set aside to make debt service payments.

Adjustments and Eliminations

As noted above, the fund basis financial statements and the government wide financial statements each use a different basis of accounting. The adjustments and eliminations presented on the financial statements represent the amounts needed to reconcile the fund basis financial statements with the government wide financial statements. The following is a brief description of the reconciling adjustments:

- The fund basis financial statements report capital outlays as expenditures whereas in the government wide financial statements, the cost of those assets is capitalized and allocated over their estimated useful lives and reported as depreciation expense.
- The fund basis financial statements report proceeds from loans payable and repayments of principal as other financing sources (uses) whereas in the government wide financial statements, the proceeds from loans payable are reported as liabilities, and repayments of loans payable as a reduction in the related liability.

Impact Public Schools

Notes to Financial Statements

- Accrued interest on loans payable not due and payable in the current period (including deferred interest described in Note 3) are not reported in the fund basis statements. On the government-wide basis, these liabilities are included as accrued interest payable on the statement of net position, and any amounts incurred are reflected as an addition to the current period's expense.
- Termination benefits (pension related obligations) are not due and payable in the current period and, therefore, are not reported in the fund basis statements. On the government-wide basis, these liabilities are included as liabilities on the statement of net position, and the change in the liability from the prior fiscal year is reflected as an addition to or reduction of the current period's expense.

Fund Balances/Net Position

Fund balance of Impact Public Schools is classified in the governmental fund financial statements as follows:

- Non-spendable fund balance consists of amounts that cannot be spent because they are either (a) not in spendable form, or (b) legally or contractually required to be kept intact. There were no non-spendable funds at August 31, 2019; therefore, this classification has not been presented.
- Restricted fund balance consists of amounts that are restricted for specific purposes. These restrictions are either (a) imposed externally by creditors, grantors, contributors, or laws or regulations of other governments, or (b) imposed through constitutional provisions or enabling legislation. Restricted fund balances at August 31, 2019, consist of those restricted for the activities supporting Impact | Puget Sound Elementary.
- Committed fund balance consists of amounts that can only be used for specific purposes pursuant to constraints imposed by formal actions of the government's highest level of decision-making authority (i.e., Board of Directors). These amounts cannot be used for any other purpose unless Impact Public School removes or changes the specific use by taking the same type of action it used to commit those amounts. There were no committed funds at August 31, 2019; therefore, this classification has not been presented.
- Assigned fund balance consists of amounts that are constrained by Impact Public Schools intended to be used for specific purposes but are neither restricted nor committed. Intent can be expressed by the Board of Directors or by a principal if the Board of Directors delegates the authority. Assigned fund balances at August 31, 2019, consist of those assigned for debt service.
- Unassigned fund balance are amounts available for any purpose.

There is also no formal policy regarding the use of fund balances, as Impact Public Schools has only maintained unassigned funds historically. However, moving forward, it is Impact Public Schools' intent that when an expenditure is incurred for purposes for which amounts in any of the unrestricted classifications of fund balance could be used, Impact Public Schools considers committed amounts to be reduced first, followed by assigned amounts, and then unassigned amounts.

Impact Public Schools

Notes to Financial Statements

Net position of Impact Public Schools is classified in three components for government-wide presentation:

- Net investment in capital assets consists of land and property and improvements, net of accumulated depreciation, and is reduced by the current balances of any outstanding borrowings used to finance the purchase or improvements of those assets.
- Restricted net position results when constraints placed on net position use are either externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments, or imposed by law through constitutional provisions or enabling legislation. Restricted fund balances at August 31, 2019, consist of those restricted for the activities supporting Impact | Puget Sound Elementary.
- Unrestricted net position is the remaining net position that does not meet the definition of net investment in capital assets or restricted net position.

Impact Public Schools first applies restricted resources when an expense is incurred for purposes for which both restricted and unrestricted resources are available.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and the disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Cash and Cash Equivalents

Cash and cash equivalents are considered to be cash on hand, demand deposits, and short-term investments with original maturities of three months or less from the date of acquisition. Cash and cash equivalents presented on the government wide and fund financial statements represent those held at one bank. At August 31, 2019, the carrying amount of cash was \$1,831,106, and the bank balance was \$1,828,706. Of the total bank balance, \$250,000 was covered by federal depository insurance, leaving \$1,578,706 uninsured. Impact Public Schools does not have a formal policy limiting its exposure to custodial credit risk.

Capital Assets and Amortization

Capital assets purchased or acquired by Impact Public Schools with a value over \$5,000 are recorded at cost. Contributed assets are recorded at fair value as of the date donated. Additions, improvements, and other capital outlays that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. Depreciation on property and improvements is calculated on the straight line basis over a 40 year period. Depreciation expense is included within facilities expense on the statement of activities.

Impact Public Schools

Notes to Financial Statements

Deferred Inflows and Outflows of Resources

In addition to assets and liabilities, the statement of net position will sometimes report a separate section for deferred inflows or outflows of resources. Deferred inflows of resources represent an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time. Deferred outflows represent a use of net position that applies to a future period and will therefore not be recognized as an outflow of resources (expense) until that time. Impact Public Schools had no activities that meet the definition of deferred inflows or outflows in the government funds; however, all deferred inflows and outflows in the government wide financial statements at August 31, 2019, include certain pension related transactions only.

Revenues

Entitlements and shared revenues (which include Washington State apportionments and Washington Charter School Association) are recorded as unrestricted grants in aid at the time of receipt or earlier, if the "susceptible to accrual" criteria are met. Expenditure driven grants (which include federal grants from the Department of Education) are recognized as revenue when the qualifying expenditures have been incurred and all other grant requirements have been met and the "susceptible to accrual" criteria has been met. Contributions are recognized when all conditions have been met and, therefore, becomes unconditional.

At August 31, 2019, Impact Public Schools has conditional contributions outstanding from three organizations totaling \$625,800. Conditions are scheduled to be met during the year ended August 31, 2020.

Impact Public Schools leases out certain areas within its primary facilities under short-term agreements. Rental revenue under these agreements is recognized on a straight-line basis over the lease term.

Excess of Expenditures over Appropriations

General Fund

For the year ended August 31, 2019, personnel - administration expenditures exceeded appropriations by \$74,061, personnel - taxes and benefits exceeded appropriations by \$48,926, school operations exceeded appropriations by \$44,028, and purchased services exceeded appropriations by \$41,795.

These over-expenditures were generally funded by contribution revenues that were greater than anticipated.

Impact | Puget Sound Elementary Special Revenue Fund

For the year ended August 31, 2019, purchased services exceeded appropriations by \$94,566, and facilities exceeded appropriations by \$80,908.

These over expenditures were generally funded by state apportionment revenues that were greater than anticipated.

Impact Public Schools

Notes to Financial Statements

Income Taxes

Impact Public Schools is a not for profit corporation as described in Section 501(c)(3) of the Internal Revenue Code and has received a determination letter stating that it is exempt from federal income taxes on related income pursuant to Section 501(a) of the Internal Revenue Code.

2. Capital Assets

The changes in capital assets of Impact Public Schools are as follows:

	Balance, August 31, 2018	Additions	Retirements	Transfers	Balance, August 31, 2019
Building and improvements	\$ -	\$ -	\$ -	\$ 7,122,266	\$ 7,122,266
Less: accumulated depreciation	-	(173,184)	-	-	(173,184)
	-	(173,184)	-	7,122,266	6,949,082
Construction in progress	7,042,347	79,919	-	(7,122,266)	
Land	1,925,000	-	-	-	1,925,000
Net Capital Assets	\$ 8,967,347	\$ (93,265)	\$ -	\$ -	\$ 8,874,082

Construction in progress at August 31, 2018, consists of the primary school facilities (building and improvements) of Impact Public Schools. These assets were completed and placed into service during the year ended August 31, 2019, to coincide with the initial school year of Impact | Puget Sound Elementary.

3. Loans Payable

All loans payable are direct borrowings. The changes in loans payable of Impact Public Schools are as follows:

August 31, 2019	August 31, 2018	Additions	Reductions	August 31, 2019	Within One Year
Loans Payable					
Raza Development Fund	\$ 6,338,420	\$ 161,580	\$ -	\$ 6,500,000	\$ 104,490
CSGF Facility Fund III	1,875,000	-	-	1,875,000	-
Washington Charter School Development	475,000	-	-	475,000	-
Total Loans Payable	\$ 8,688,420	\$ 161,580	\$ -	\$ 8,850,000	\$ 104,490

Impact Public Schools

Notes to Financial Statements

Loans payable comprise the following individual borrowings:

August 31, 2019

Loan from the RAZA Development Fund used for the acquisition of property and improvements; requiring interest only monthly payments through October 2019, including fixed interest at 5.75%. Beginning October 2019, due in monthly principal and interest installments of \$41,372, with all outstanding principal and interest due at maturity in November 2022. Loan is secured by a deed of trust on the school facilities and assignment of rents.	\$ 6,500,000
Loan from CSGF Facility Fund III used for the acquisition of property and improvements, including fixed interest of 2.75%. Interest is deferred through March 2021, when all accrued interest and \$925,000 of principal is due. From April 2021, interest is deferred through November 2022, when accrued interest and remaining \$950,000 of principal is due. Loan is unsecured.	1,875,000
Loan from Washington Charter School Development used for the acquisition of property and improvements; requiring monthly interest payments through maturity, including fixed interest at 3.50%. The first principal payment of \$237,500 is due in April 2021 and the second and final at maturity in November 2022. Loan is unsecured.	475,000
	\$ 8,850,000

The debt service annual requirements to loans payable outstanding are as follows:

<i>Year ending August 31,</i>	Principal	Interest	Total
2020	\$ 104,490	\$ 388,420	\$ 492,910
2021	1,294,663	553,505	1,848,168
2022	139,966	364,923	504,889
2023	7,310,881	130,832	7,441,713
	\$ 8,850,000	\$ 1,437,680	\$ 10,287,680

4. Pensions

General Information

The Washington State Department of Retirement Systems ("DRS"), a department within the primary government of the State of Washington, prepares a standalone comprehensive annual financial report ("CAFR") that includes financial statements and required supplemental information for each pension plan. The pension plan's basic financial statement is accounted for using the accrual basis of accounting. The measurement date of the pension plans is June 30, 2019. Benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Impact Public Schools

Notes to Financial Statements

For the purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of pension plans administered by DRS and additions to/deductions from the plans' net position have been determined on the same basis as they are reported by the plans.

Detailed information about the pension plans' fiduciary net position is available in the separately issued DRS CAFR. Copies of the report may be obtained by contacting the Washington State Department of Retirement Systems at P.O. Box 48380, Olympia, WA 98504-8380 or online at [http://www.drs.wa.gov/administrations/annual report/default.htm](http://www.drs.wa.gov/administrations/annual%20report/default.htm).

Administration

Substantially all Impact Public Schools' full time and qualifying part time employees participate in TRS or SERS, which are contributory, multi-employer, cost sharing statewide retirement systems managed by the DRS. While Impact Public Schools does not have any members who participate in PERS, Impact Public Schools is allocated a proportionate share of liability for the plans as required by the legislature.

Membership and Plan Benefits

PERS

PERS is composed of and reported as three separate plans for accounting purposes: Plan 1, Plan 2/3, and Plan 3. Plan 1 accounts for the defined benefits of Plan 1 members and is closed to new entrants. Impact Public Schools does not have any members or share of liability in Plans 2 or 3.

PERS Plan 1 was established in 1947; its retirement benefit provisions are contained in Chapters 41.34 and 41.40 RCW, and also provides for disability and death benefits. PERS 1 members were vested after the completion of five years of eligible service. Retirement benefits are determined as 2% of the member's average final compensation ("AFC") times the member's years of service. The AFC is the average of the member's 24 highest consecutive service months. Members are eligible for retirement from active status at any age with at least 30 years of service, at age 55 with at least 25 years of service, or at age 60 with at least five years of service.

PERS Plan 1 retirement benefits are actuarially reduced if a survivor benefit is chosen. Members retiring from inactive status before the age of 65 may also receive actuarially reduced benefits. Other benefits include an optional Cost of Living Adjustment ("COLA").

SERS

SERS is a cost sharing multiple employer retirement system established in 1998. The plan became effective in 2000. SERS retirement benefit provisions are established in Chapters 41.34 and 41.35 RCW and is composed of two separate plans for membership purposes. SERS Plan 2 is a defined benefit plan, and SERS Plan 3 is a defined benefit plan with a defined contribution component. SERS members include classified employees of school districts and educational service districts.

Impact Public Schools

Notes to Financial Statements

SERS is reported as two separate plans for accounting purposes: Plan 2/3 and Plan 3. Plan 2/3 accounts for the defined benefits of Plan 2 members and the defined benefit portion of benefits for Plan 3 members. Plan 3 accounts for the defined contribution portion of benefits for Plan 3 members. Although members can only be a member of either Plan 2 or Plan 3, the defined benefit portions of Plan 2 and Plan 3 are accounted for in the same pension trust fund. All assets of the Plan 2/3 defined benefit plan may legally be used to pay the defined benefits of any of the Plan 2 or Plan 3 members or beneficiaries. Therefore, Plan 2/3 is considered to be a single plan for accounting purposes.

SERS provides retirement, disability, and death benefits. Retirement benefits are determined as 2% of the member's AFC multiplied by the member's years of service for Plan 2 and 1% of AFC for Plan 3. The AFC is the monthly average of the member's 60 highest paid consecutive service months before retirement, termination, or death. There is no cap on years of service credit. Members are eligible for retirement with a full benefit at 65 with at least five years of service credit. Retirement before age 65 is considered an early retirement. SERS members who have at least 20 years of service credit and are 55 years of age or older are eligible for early retirement with a reduced benefit.

The benefit is reduced by a factor that varies according to age for each year before age 65. SERS members who have 30 or more years of service credit and are at least 55 years old can retire under one of two provisions if hired prior to May 2, 2013: with a benefit that is reduced by a factor that varies according to each year before age 65, or with a benefit that has a smaller (or no) reduction (depending on age) that imposes stricter return to work rule

Other SERS Plan 2/3 benefits include duty and nonduty disability payments; a COLA based on the Consumer Price Index, capped at 3% annually; and a duty related death benefit, if the Washington State Department of Labor & Industries determines the member eligible.

TRS

TRS is a cost sharing multiple employer retirement system established in 1938; its retirement benefit provisions are contained in Chapters 41.31 and 41.34 RCW. It is composed of three separate plans for membership purposes: Plans 1 and 2 are defined benefit plans, and Plan 3 is a defined benefit plan with a defined contribution component. TRS eligibility for membership requires service as a certificated public school employee working in an instructional, administrative, or supervisory capacity.

TRS is composed of three separate plans for accounting purposes: Plan 1, Plan 2/3, and Plan 3. Plan 1 accounts for the defined benefits of Plan 1 members and is closed to new entrants. Plan 2/3 accounts for the defined benefits of Plan 2 members and the defined benefit portion of benefits for Plan 3 members. Plan 3 accounts for the defined contribution portion of benefits for Plan 3 members. Although members can only be a member of either Plan 2 or Plan 3, the defined benefit portions of Plan 2 and Plan 3 are accounted for in the same pension trust fund. All assets of this Plan 2/3 defined benefit plan may legally be used to pay the defined benefits of any of the Plan 2 or Plan 3 members or beneficiaries, as defined by the terms of the plan. Therefore, Plan 2/3 is considered to be a single plan for accounting purposes.

Impact Public Schools

Notes to Financial Statements

TRS Plan 1 provides retirement, disability, and death benefits. TRS Plan 1 members are vested after the completion of five years of eligible service. Retirement benefits are determined as 2% of the AFC, for each year of service credit, up to a maximum of 60%, divided by twelve. The AFC is the total earnable compensation for the two consecutive highest paid fiscal years, divided by two. Members are eligible for retirement at any age after 30 years of service, or at the age of 60 with five years of service, or at the age of 55 with 25 years of service. Other benefits include temporary and permanent disability payments, an optional COLA, and a one-time duty related death benefit, if found eligible by the Department of Labor and Industries.

TRS Plan 2/3 provides retirement, disability, and death benefits. Retirement benefits are determined as 2% of the AFC per year of service for Plan 2 members and 1% of AFC for Plan 3 members. The AFC is the monthly average of the 60 consecutive highest paid service credit months. There is no cap on years of service credit. Members are eligible for normal retirement at the age of 65 with at least five years of service credit. Retirement before age 65 is considered an early retirement. TRS Plan 2/3 members who have at least 20 years of service credit and are 55 years of age or older are eligible for early retirement with a reduced benefit.

The benefit is reduced by a factor that varies according to age, for each year before age 65. TRS Plan 2/3 members who have 30 or more years of service credit, were hired prior to May 1, 2013, and are at least 55 years old can retire under one of two provisions: with a benefit that is reduced by a factor that varies according to each year before age 65, or with a benefit that has a smaller (or no) reduction (depending on age) that imposes stricter return to work rules.

TRS Plan 2/3 members hired on or after May 1, 2013, have the option to retire early by accepting a reduction of 5% for each year of retirement before age 65. This option is available only to those who are age 55 or older and have at least 30 years of service.

TRS Plan 2/3 retirement benefits are also actuarially reduced to reflect the choice of a survivor benefit.

Other benefits include duty and non-duty disability payments, a cost of living allowance (based on the Consumer Price Index), capped at 3% annually and a one-time duty related death benefit, if found eligible by the Department of Labor and Industries.

Plan Contributions

The employer contribution rates for PERS, TRS, and SERS (Plans 1, 2, and 3) and the TRS and SERS Plan 2 employee contribution rates are established by the Pension Funding Council based upon the rates set by the legislature. The methods used to determine the contribution requirements are established under chapters 41.40, 41.32, and 41.35 RCW for PERS, TRS, and SERS, respectively. Employers do not contribute to the defined contribution portions of TRS Plan 3 or SERS Plan 3. Under current law, the employer must contribute 100% of the employer required contribution. The employee contribution rate for Plan 1 in PERS and TRS is set by statute at 6% and does not vary from year to year.

Impact Public Schools

Notes to Financial Statements

The employer and employee contribution rates for the PERS plan are effective as of July 1. SERS and TRS contribution rates are effective as of September 1. The pension plan contribution rates (expressed as a percentage of covered payroll) for 2019 were as follows:

<i>August 31, 2019</i>	Member	Employer
PERS 1	6.00%	12.83%
TRS 1	6.00%	15.41%
TRS 2/3	7.06%	15.41%
SERS 2/3	7.27%	13.58%

The DRS administrative rate of 0.0018 is included in the employer rate.

The Collective Net Pension Liability

The collective net pension liabilities for the pension plans in which Impact Public Schools participated are the following:

<i>August 31, 2019</i>	PERS 1	SERS 2/3	TRS 1	TRS 2/3
Total pension liability	\$ 11,696,634,000	\$ 6,352,843,000	\$ 8,355,496,000	\$ 16,545,194,000
Plan fiduciary net position	(7,851,279,000)	(6,118,345,000)	(5,879,693,000)	(15,942,660,000)
Participating employers' net pension liability	3,845,355,000	234,498,000	2,475,803,000	602,534,000
Plan fiduciary net position as a percentage of the total pension liability	67.12%	96.31%	70.37%	96.36%

Impact Public Schools' Proportionate Share of the Net Pension Liability

At August 31, 2019, Impact Public Schools reported a total liability of \$459,628 for its proportionate shares of the individual plans' collective net pension liability. Impact Public Schools' proportionate share of the collective net pension liability is based on annual contributions for each of the employers participating in the DRS administered plans. At August 31, 2019, Impact Public Schools' proportionate share of each plan's net pension liability is reported below:

<i>August 31, 2019</i>	PERS 1	SERS 2/3	TRS 1	TRS 2/3
Impact Public Schools' annual contributions	\$ 13,616	\$ 21,994	\$ 58,107	\$ 61,736
Proportionate share of the net pension liability	\$ 73,019	\$ 25,767	\$ 289,675	\$ 71,167

Impact Public Schools

Notes to Financial Statements

At August 31, 2019, Impact Public Schools' percentage of the proportionate share of the collective net pension liability and the changes in the allocation percentage from the prior period are as follows:

<i>August 31, 2019</i>	PERS 1	SERS 2/3	TRS 1	TRS 2/3
Current year proportionate share of the net pension liability	0.001899%	0.010988%	0.011700%	0.018110%
Prior year proportionate share of the net pension liability	0.000000%	0.000000%	0.000000%	0.000000%
Net Difference Percentage	0.001899%	0.010988%	0.011700%	0.018110%

Actuarial Assumptions

Capital Market Assumptions ("CMAs") and expected rates of return by asset class are provided by the Washington State Investment Board ("WSIB"). The Office of the State Actuary relied on the CMAs in the selection of the long term expected rate of return for reporting purposes.

The total pension liabilities for PERS 1, SERS 2/3, TRS 1, and TRS 2/3 were determined by actuarial valuation as of June 30, 2018, with the results rolled forward to June 30, 2019, using the following actuarial assumptions, applied to all prior periods included in the measurement:

- Inflation: 2.75% total economic inflation, 3.50% salary inflation
- Salary increases: In addition to the base 3.50% salary inflation assumption, salaries are also expected to grow by promotions and longevity.
- Investment rate of return: 7.40%

Mortality Rates

Mortality rates used in the plans were based on the RP 2000 Combined Healthy Table and Combined Disabled Table published by the Society of Actuaries. The Office of the State Actuary applied offsets to the base table and recognized future improvements in mortality by projecting the mortality rates using 100 percent Scale BB. Mortality rates are applied on a generational basis, which means that members are assumed to receive additional mortality improvements in each future year throughout their lifetimes. The actuarial assumptions used in the June 30, 2018, valuation was based on the results of the 2007-2012 Experience Study. Additional assumptions for subsequent events and law changes are current as of the 2018 actuarial valuation report.

Impact Public Schools

Notes to Financial Statements

Long-Term Expected Rate of Return

The long-term expected rate of return on pension plan investments of 7.40% was determined using a building block method in which a best estimate of expected future rates of return (expected returns, net of pension plan investment expense, but including inflation) are developed for each major asset class by the WSIB. Those expected returns make up one component of WSIB's CMAs. The CMAs contain three pieces of information for each class of assets in which the WSIB currently invests:

- Expected annual return
- Standard deviation of the annual return
- Correlations between the annual returns of each asset class with every other asset class

WSIB uses the CMAs and their target asset allocation to simulate future investment returns over various time horizons.

The long-term expected rate of return of 7.40% approximately equals the median of the simulated investment returns over various time horizons.

Best estimates of arithmetic real rates of return for each major asset class included in the pension plans' target asset allocation as of June 30, 2019, are summarized in the following table:

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Fixed Income	20.00%	2.20%
Tangible Assets	7.00%	5.10%
Real Estate	18.00%	5.80%
Global Equity	32.00%	6.30%
Private Equity	23.00%	9.30%

The inflation component used to create the table above is 2.20% and represents WSIB's most recent long-term estimate of broad economic inflation.

Discount Rate

The discount rate used to measure the total pension liability was 7.40%. To determine the discount rate, an asset sufficiency test was completed to test whether the pension plan's fiduciary net position was sufficient to make all projected future benefit payments of current plan members. Consistent with current law, the completed asset sufficiency test included an assumed 7.50% long term discount rate to determine funding liabilities for calculating future contributions rate requirements. Consistent with the long term expected rate of return, a 7.40% future investment rate of return on invested assets was assumed for the test. Contributions from plan members and employers were assumed to continue to be made at contractually required rates. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return of 7.40% on pension plan investments was applied to determine the total pension liability.

Impact Public Schools

Notes to Financial Statements

Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

The pension plans reported collective deferred outflows of resources and collective deferred inflows of resources related to the individual plans. At August 31, 2019, Impact Public Schools reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

August 31, 2019	Outflows	Inflows
PERS 1		
Difference between expected and actual experiences in the measurement of the total pension liability	\$ -	\$ -
Net difference between projected and actual earnings on pension plan investments	-	4,879
Changes in assumptions or other inputs	-	-
District contributions to the pension plan subsequent to the measurement date of the collective net pension liability	-	-
Total PERS 1		4,879
SERS 2/3		
Difference between expected and actual experiences in the measurement of the total pension liability	16,214	
Net difference between projected and actual earnings on pension plan investments	-	21,881
Changes in assumptions or other inputs	789	5,473
District contributions to the pension plan subsequent to the measurement date of the collective net pension liability	8,867	-
Total SERS 2/3	25,870	27,354
TRS 1		
Difference between expected and actual experiences in the measurement of the total pension liability	-	-
Net difference between projected and actual earnings on pension plan investments	-	22,215
Changes in assumptions or other inputs	-	-
District contributions to the pension plan subsequent to the measurement date of the collective net pension liability	-	-
Total TRS 1		22,215
TRS 2/3		
Difference between expected and actual experiences in the measurement of the total pension liability	49,482	2,290
Net difference between projected and actual earnings on pension plan investments	-	61,440
Changes in assumptions or other inputs	26,829	18,909
District contributions to the pension plan subsequent to the measurement date of the collective net pension liability	13,497	-
Total TRS 2/3	89,808	82,639
Summary All Plans		
Difference between expected and actual experiences in the measurement of the total pension liability	65,696	2,290
Net difference between projected and actual earnings on pension plan investments	-	110,415
Changes in assumptions or other inputs	27,618	24,382
District contributions to the pension plan subsequent to the measurement date of the collective net pension liability	22,364	-
Total All Plans	\$ 115,678	\$ 137,087

Impact Public Schools

Notes to Financial Statements

Amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

	PERS 1	SERS 2/3	TRS 1	TRS 2/3
2020	\$ 205	\$ 5,814	\$ 2,021	\$ 27,735
2021	(1,065)	(1,818)	(4,561)	1,260
2022	(3,195)	(8,035)	(15,667)	(25,296)
2023	(824)	391	(4,008)	(5,860)
2024	-	1,909	-	2,787
Thereafter	\$ -	\$ 255	\$ -	\$ 6,543

Pension Expense

Impact Public Schools recognizes a pension expense for its proportionate share of the collective pension expense. This is determined by using the district's proportion share of the collective net pension liability. For the year ended August 31, 2019, Impact Public Schools recognized a total pension expense as follows:

August 31, 2019

PERS 1	\$ 107,187
SERS 2/3	37,824
TRS 1	425,223
TRS 2/3	104,468
	\$ 674,702

Sensitivity of the Net Pension Liability to Changes in the Discount Rate

The table below presents Impact Public Schools' proportionate share of the net pension liability calculated using the discount rate of 7.40%, as well as what the net pension liability would be if it were calculated using a discount rate that is one percentage point lower (6.40%) or one percentage point higher (8.40%) than the current rate.

Amounts are calculated by plan using Impact Public Schools' allocation percentage.

	1% Decrease (6.40%)	Current Discount Rate (7.40%)	1% Increase (8.40%)
PERS 1 net pension liability	\$ 91,443	\$ 73,019	\$ 57,034
SERS 2/3 net pension liability	125,470	25,767	(56,448)
TRS 1 net pension liability	370,238	289,675	219,793
TRS 2/3 net pension liability	387,854	71,167	(186,321)
	\$ 975,005	\$ 459,628	\$ 34,058

Impact Public Schools

Notes to Financial Statements

5. Interfund Receivables, Payables, and Transfers

Interfund balances represent cash collected or disbursed on behalf of another fund. The composition of interfund balances as of August 31, 2019, is as follows:

Receivable Fund	Payable Fund	Amount
General	Impact Puget Sound Elementary	\$ 265,286
General	Debt service	10,233
Debt service	General	10,947
Total		\$ 286,466

Transfers between funds support various school programs in accordance with budgetary authorizations and resources for payment of debt services. Interfund transfers during the year ended August 31, 2019, were as follows:

	Transfers In			
	General	Impact Puget Sound Elementary	Debt Service	Total
Transfers out				
General	\$ -	\$ 250,000	\$ -	\$ 250,000
Impact Puget Sound Elementary	243,981	-	342,606	586,587
Total Transfers Out	\$ 243,981	\$ 250,000	\$ 342,606	\$ 836,587

6. Risk Management

Impact Public Schools is exposed to various risks of losses related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. Impact Public Schools purchases commercial insurance coverage to mitigate such risks.

Impact Public Schools, in the normal course of its activities, may be involved in various claims and pending litigation. In the opinion of management and legal counsel, the disposition of these matters is not expected to have a material adverse effect on Impact Public School's general purpose financial statements.

2. Interest in Recipients, Partners, and Transfers

The following table shows the interest in recipients, partners, and transfers for the 2008. The interest in recipients is shown in the first column, the interest in partners in the second column, and the interest in transfers in the third column. The interest in recipients is shown in the first column, the interest in partners in the second column, and the interest in transfers in the third column.

Interest in Recipients	Interest in Partners	Interest in Transfers
2008	2008	2008
2008	2008	2008

The following table shows the interest in recipients, partners, and transfers for the 2008. The interest in recipients is shown in the first column, the interest in partners in the second column, and the interest in transfers in the third column. The interest in recipients is shown in the first column, the interest in partners in the second column, and the interest in transfers in the third column.

Interest in Recipients	Interest in Partners	Interest in Transfers
2008	2008	2008
2008	2008	2008

3. Risk Management

The following table shows the risk management for the 2008. The risk management is shown in the first column, the risk management in the second column, and the risk management in the third column. The risk management is shown in the first column, the risk management in the second column, and the risk management in the third column.

Risk Management	Risk Management	Risk Management
2008	2008	2008
2008	2008	2008

Impact Public Schools

Budgetary Comparison Schedule - General Fund

Year ended August 31, 2019	Budgeted Amounts		Actual	Variance
	Original	Final		
Revenue				
State apportionment - general purpose	\$ -	\$ -	\$ -	\$ -
State apportionment - special purpose	-	-	-	-
Federal grants - general purpose	-	-	-	-
Federal grants - special purpose	-	-	29,784	29,784
Washington State Charter Schools				
Association grants	463,200	463,200	463,200	-
Contributions	631,800	631,800	978,161	346,361
Rental income	36,000	36,000	70,475	34,475
Total Revenue	1,131,000	1,131,000	1,541,620	410,620
Expenditures				
Personnel - instructional	-	-	-	-
Personnel - administration	389,000	389,000	463,061	(74,061)
Personnel - taxes and benefits	97,250	97,250	146,176	(48,926)
School operations	38,000	38,000	82,028	(44,028)
Purchased services	50,000	50,000	91,795	(41,795)
Facilities	18,360	18,360	14,892	3,468
Debt service - interest	-	-	22	(22)
Capital outlay	-	-	-	-
Total Expenditures	592,610	592,610	797,974	(205,364)
Deficiency of Expenditures over Revenue	-	-	-	-
Other Financing Sources (Uses)				
Transfer in	192,964	223,446	208,797	(14,649)
Transfers out	-	-	(250,000)	(250,000)
Total Other Financing Sources (Uses)	192,964	223,446	(41,203)	(264,649)
Net Change in Fund Balance	\$ 731,354	\$ 761,836	\$ 702,443	\$ (59,393)

See accompanying notes to supplemental information.

Impact Public Schools

Budgetary Comparison Schedule - Impact | Puget Sound Elementary Special Revenue Fund

Year ended August 31, 2019	Budgeted Amounts		Actual	Variance
	Original	Final		
Revenue				
State apportionment - general purpose	\$ 1,870,237	\$ 1,870,237	\$ 2,054,244	\$ 184,007
State apportionment - special purpose	212,955	212,955	297,051	84,096
Federal grants - general purpose	86,691	86,691	94,381	7,690
Federal grants - special purpose	369,579	369,579	398,572	28,993
State charter system grants	-	-	-	-
Contributions	-	-	26,415	26,415
Rental income	-	-	-	-
Total Revenue	2,539,462	2,539,462	2,870,663	331,201
Expenditures				
Personnel - instructional	650,300	714,300	722,591	(8,291)
Personnel - administration	263,000	263,000	189,962	73,038
Personnel - taxes and benefits	298,340	334,342	298,621	35,721
School operations	752,794	393,168	435,375	(42,207)
Purchased services	148,040	206,224	300,790	(94,566)
Facilities	77,940	77,940	158,848	(80,908)
Debt service - interest	-	-	12,654	(12,654)
Capital outlay	-	-	-	-
Total Expenditures	2,190,414	1,988,974	2,118,841	(129,867)
Deficiency of Expenditures over Revenue	-	-	-	-
Other Financing Sources (Uses)				
Transfer in	-	-	250,000	250,000
Transfers out	(345,000)	(717,422)	(551,403)	166,019
Total Other Financing Sources (Uses)	(345,000)	(717,422)	(301,403)	416,019
Net Change in Fund Balance	\$ 4,048	\$ (166,934)	\$ 450,419	\$ 617,353

See accompanying notes to supplemental information.

Impact Public Schools

Schedule of Proportionate Share of the Net Pension Liability

August 31, 2019

PERS 1

Impact Public Schools' proportion of the net pension liability	0.00189900%
Impact Public Schools' proportionate share of the net pension liability	\$ 73,019
Impact Public Schools' covered-employee payroll	N/A
Impact Public Schools' proportionate share of the net pension liability as a percentage of covered-employee payroll	N/A
Plan fiduciary net position as a percentage of the total pension liability	67.12%

SERS 2/3

Impact Public Schools' proportion of the net pension liability	0.01098800%
Impact Public Schools' proportionate share of the net pension liability	\$ 25,767
Impact Public Schools' covered-employee payroll	265,953
Impact Public Schools' proportionate share of the net pension liability as a percentage of covered-employee payroll	9.69%
Plan fiduciary net position as a percentage of the total pension liability	96.31%

TRS 1

Impact Public Schools' proportion of the net pension liability	0.0117000%
Impact Public Schools' proportionate share of the net pension liability	\$ 289,675
Impact Public Schools' covered-employee payroll	N/A
Impact Public Schools' proportionate share of the net pension liability as a percentage of covered-employee payroll	N/A
Plan fiduciary net position as a percentage of the total pension liability	70.37%

TRS 2/3

Impact Public Schools' proportion of the net pension liability	0.01811000%
Impact Public Schools' proportionate share of the net pension liability	\$ 71,167
Impact Public Schools' covered-employee payroll	788,454
Impact Public Schools' proportionate share of the net pension liability as a percentage of covered-employee payroll	9.03%
Plan fiduciary net position as a percentage of the total pension liability	96.36%

See accompanying notes to supplemental information.

Impact Public Schools

Schedules of Contributions of the Net Pension Liability

August 31, 2019

PERS 1

Contractually required contribution	\$	13,616
Contributions in relation to the contractually required contribution		13,616

Contribution Deficiency (Excess)	\$	-
----------------------------------	----	---

Impact Public Schools' covered-employee payroll	N/A
Contributions as a percentage of covered-employee payroll	

SERS 2/3

Contractually required contribution	\$	21,994
Contributions in relation to the contractually required contribution		21,994

Contribution Deficiency (Excess)	\$	-
----------------------------------	----	---

Impact Public Schools' covered-employee payroll	\$	265,953
Contributions as a percentage of covered-employee payroll		8.27%

TRS 1

Contractually required contribution	\$	58,107
Contributions in relation to the contractually required contribution		58,107

Contribution Deficiency (Excess)	\$	-
----------------------------------	----	---

Impact Public Schools' covered-employee payroll	N/A
Contributions as a percentage of covered-employee payroll	

TRS 2/3

Contractually required contribution	\$	61,736
Contributions in relation to the contractually required contribution		61,736

Contribution Deficiency (Excess)	\$	-
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Impact Public Schools' covered-employee payroll	\$	788,454
Contributions as a percentage of covered-employee payroll		7.83%

See accompanying notes to supplemental information.

Impact Public Schools

Notes to Required Supplemental Information

1. Budgetary Method of Accounting

Annual budgets are prepared using the modified accrual basis of accounting. Accordingly, there are no reconciling items between the budgetary basis of accounting and the method used in the fund financial statements.

2. Schedules of Proportionate Share of the Net Pension Liability

The data provided in the schedules is based as of the measurement date of the net pension liability of August 31, 2019. This table is intended to present 10 years of information. Additional years will be displayed when made available.

3. Schedules of Contributions of the Net Pension Liability

The data provided in these schedules is based as of the measurement date of the net pension liability of August 31, 2019. This table is intended to present 10 years of information. Additional years will be displayed when made available.

1. Statement of Financial Position

The accompanying financial statements were prepared on the basis of accounting records and other data which are considered to be reliable and which are the basis for the preparation of the financial statements.

2. Statement of Financial Position

Required Report in Accordance with Government Auditing Standards

3. Statement of Financial Position

The accompanying financial statements were prepared on the basis of accounting records and other data which are considered to be reliable and which are the basis for the preparation of the financial statements.



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**Independent Auditors' Report on Internal Control Over Financial Reporting
and on Compliance and Other Matters Based on an Audit of Financial
Statements Performed in Accordance with *Government Auditing Standards***

To the Board of Directors
Impact Public Schools
Seattle, Washington

We have audited, in accordance with the auditing standards generally accepted in the United States and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States of America, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Impact Public Schools as of and for the year ended August 31, 2019, and the related notes to the financial statements, which collectively comprise Impact Public Schools' basic financial statements and have issued our report thereon dated February 25, 2020.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Impact Public Schools' internal control over financial reporting ("internal control") to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Impact Public Schools' internal control. Accordingly, we do not express an opinion on the effectiveness of Impact Public Schools' internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.



Compliance and Other Matters

As part of obtaining reasonable assurance about whether Impact Public Schools' financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

BDO USA, LLP

February 25, 2020



IMPACT

PUBLIC SCHOOLS

Impact | Renton
Attachment 35 (Section 29)

Contents:

- Status Report regarding Pre-Opening Conditions

Attachment 35: Status Report for Impact | Salish Sea Elementary

Impact | Salish Sea Elementary (SSE) has been authorized to open in the 2020-2021 school year by the Washington State Charter School Commission. To date, all of the pre-opening conditions required of Impact | SSE have been waived by the Commission, as they are satisfied by the ongoing compliance submissions from Impact | Puget Sound Elementary (PSE). As a result, Impact | SSE is considered in good standing with all pre-opening conditions.

Impact | PSE has met all Commission compliance requirements for operating schools with 100% accuracy, completion and timeliness and is on track to meet all upcoming requirements.



IMPACT

PUBLIC SCHOOLS

Impact | Renton
Attachment 36 (Section 29)

Contents:

- Portfolio Summary (Commission Template)



Updated: August 29, 2018

Updated: August 29, 2018				School Contact Information				Authorizer Contact Information				
School Name	Year Opened	City	State	Contact Name	Contact Title	Contact Email	Contact Phone	Authorizing Organization	Contact Name	Contact Title	Contact Email	Contact Phone
Impact Puget Sound Elementary	2018	Tukwila	WA	Emma Bean	Principal	ebean@impactps.org	(206) 712-7640	Washington State Charter School Commission	Joshua Halsey	Executive Director	joshua.halsey@k12.wa.us	(360) 725-5511
Impact Salish Sea Elementary	2020 (Aug)	Seattle	WA	Jen Wickens	CEO	jwickens@impactps.org	(206) 712-7640	Washington State Charter School Commission	Joshua Halsey	Executive Director	joshua.halsey@k12.wa.us	(360) 725-5511

Academic Performance Data Template Updated: November 29, 2016

Instructions:

Provide the data requested in the table below for ALL schools, currently operated by the organization that will operate the proposed school. Add columns for additional schools as needed.
Provide data from the most recent three school years for which data is available .

SUMMARY INFORMATION		SCHOOL 1		
School Name:		Impact Puget Sound Elementary		
School Location (City, State):		Tukwila, WA		
Year Opened:		2018		
Current Grades Served:		Kindergarten - 2nd grade		
Current Enrollment:		265		
School Year		2018-19	2017-18	2016-17
Demographic & Socio-Economic				
School	% Students Low-Income:	65%	N/A	N/A
	% Students Limited English Proficient:	30%	N/A	N/A
	% Students with Disabilities:	4%	N/A	N/A
	% African American:	50%	N/A	N/A
	% Hispanic:	17%	N/A	N/A
	% Caucasian:	18%	N/A	N/A
	% Other Race/Ethnicity: Multiracial	5%	N/A	N/A
	% Other Race/Ethnicity: Asian	9%	N/A	N/A
District Average	% Students Low Income	74%	72%	73%
	% Students Limited English Proficient:	35%	37%	38%
	% Students with Disabilities:	12%	11%	9%
	% African American:	21%	20%	20%
	% Hispanic:	30%	29%	29%
	% Caucasian:	12%	11%	12%
	% Other Race/Ethnicity: Multiracial	6%	7%	7%
	% Other Race/Ethnicity: Asian	27%	29%	28%
Criterion-Referenced Assessments				
Assessment Name (Reading , Math):		Smarter Balanced (SBAC) for 3rd Grade		
School	% Students Meeting or Exceeding Standards – Reading:	N/A - Impact	N/A	N/A
	% Students Meeting or Exceeding Standards – Math:	IPSE students	N/A	N/A
	% Students Meeting or Exceeding Standards – Composite:	are too young	N/A	N/A
	% Students Exceeding Standards – Reading:	to be eligible	N/A	N/A
	% Students Exceeding Standards – Math:	for SBAC.	N/A	N/A
	% Students Exceeding Standards – Composite:		N/A	N/A
District Average	% Students Meeting or Exceeding Standards – Reading:	39%	35%	43%
	% Students Meeting or Exceeding Standards – Math:	30%	38%	47%
	% Students Meeting or Exceeding Standards – Composite:	35%	36%	45%
	% Students Exceeding Standards – Reading:	14%	19%	18%
	% Students Exceeding Standards – Math:	14%	17%	28%
	% Students Exceeding Standards – Composite:	14%	18%	23%
Norm-Referenced Assessments				
Assessment Name (Reading , Math):		NWEA MAP		
Assessment Data Type (Percentile Rank or Normal Curve Equivalency):		Percentile Rank		
Assessment Reference Group (National, State, District):		National		
School	Score – Reading: Average Percentile Rank for K-1	84%	N/A	N/A
	Score – Math: Average Percentile Rank for K-1	91%	N/A	N/A
	Score – Composite: Average Percentile Rank for K-1	88%	N/A	N/A
	Average Student Growth During Year: School Conditional Growth Percentile	98.50%	N/A	N/A
	% Students Making at Least One Year of Gains During Year:	82%	N/A	N/A
	% EXPLORE to PLAN Gains:	N/A	N/A	N/A
	% PLAN to ACT Gains:	N/A	N/A	N/A
Other Performance Measures				
School	Student Retention Rate:	93%	N/A	N/A
	Student Average Daily Attendance Rate:	87%	N/A	N/A
	Student 5-Year Cohort Graduation Rate:	TBD in 2023	N/A	N/A
	One Year Grade 9-12 Student Drop Out Rate:	N/A	N/A	N/A
	Student College Attendance Rate:	N/A	N/A	N/A
	Teacher Retention Rate:	50%	N/A	N/A
	Student Retention Rate: (i.e. % students enrolled in one year who re-enroll in fall of next year)*	Not Reported	Not Reported	Not Reported
District Average	Student Average Daily Attendance Rate**	79%	80.80%	82%
	Student 5-Year Cohort Graduation Rate:	75%	81%	77%
	One Year Grade 9-12 Student Drop Out Rate:	14%	9%	19%
	Student College Attendance Rate: Education Research & Data Center	Not yet reported	Not yet reported	30%
	Teacher Retention Rate***	Not reported	Not reported	Not reported

*OSPI calculates this as percentage of total student enrollment year over year

**OSPI tracks this as percentage of students enrolled who attend 90% or more

***OSPI has not reported teacher retention data. Tukwila School District will