

Washington State Charter School Commission

# 2016 CHARTER SCHOOL CONTRACT

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**CHARTER SCHOOL CONTRACT**

**FOR THE OPERATION OF SUMMIT PUBLIC SCHOOL: ATLAS**

**PARTIES:**

**WASHINGTON STATE CHARTER SCHOOL COMMISSION**

**SUMMIT PUBLIC SCHOOLS WASHINGTON**

**UBI NUMBER: 603-349-353**

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## **PARTIES**

This agreement is executed on this 1<sup>st</sup> day of June, 2016 by and between the Washington State Charter School Commission (the “Commission”), an agency of the State of Washington whose mission is to authorize high quality charter public schools throughout the state, and to ensure the highest standards of accountability and oversight for charter schools, and Summit Public Schools Washington (“Applicant”), a qualified public benefit nonprofit corporation.

## RECITALS

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

WHEREAS, on May 15, 2015, Summit Public Schools Washington non-profit corporation submitted an application to open and operate a charter school referred to as Summit Public School: Atlas; and

WHEREAS, on August 13, 2015, the Commission approved the application subject to conditions outlined in Resolution 15-02A; and

WHEREAS, on August 17, 2015 the State Board of Education certified that approval of the application is in compliance with the maximum limit on the number of charter schools allowed under RCW 28A.710.150.

WHEREAS, on October 15, 2015 Summit Public Schools Washington and the Commission entered into a contract that was subsequently rendered invalid by Supreme Court ruling.

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

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

## **ARTICLE I: PURPOSE, TERM AND CONDITIONS PRECEDENT**

### **Section 1.1 Purpose**

This Contract outlines the roles, powers, responsibilities, and performance expectations governing Applicant's establishment and operation of Summit Public School: Atlas, (the "School"), a public, common school. Applicant must comply with all of the terms and provisions of this Charter School Contract ("Contract") and all applicable rules, regulations and laws.

### **Section 1.2 Term of Contract**

This Contract is effective August 22, 2017, and will remain in full force and effect through August 22, 2022, unless sooner revoked or terminated as provided herein. Funding under this agreement shall not commence until the Pre-Opening Conditions (Attachment 1: Pre-Opening Process and Conditions) have been completed to the satisfaction of the Commission, and the school begins to operate.

### **Section 1.3 Pre-Opening Conditions**

The School shall meet all of the Pre-Opening Conditions identified in Attachment 1: Pre-Opening Process and Conditions by the dates specified. Satisfaction of all Pre-Opening Conditions is a condition precedent to the formation of a contract. The Commission may waive or modify the conditions contained in the Pre-Opening Conditions or may grant the School an additional planning year upon good cause shown. If the School requires a delay of more than one year, it must request an extension from the Commission in writing by July 1, 2016.

## ARTICLE II: DEFINITIONS

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

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

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

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

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

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

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

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

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

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

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

**“Education Service Provider”** (ESP) means an individual, partnership, or corporation that is paid \$10,000 or more to provide services necessary to operate and/or oversee the School’s educational program. This includes, but is not limited to provision of school or program design and implementation, development of pedagogical approaches, curricula, instructional materials, assessments and professional development programs, and management services. School may only contract for management operations with a non-profit ESP. For purposes of this contract, ESP does not include contracts between the School and a third-party to provide back-office functions such as fiscal services, accounting services or facilities operations, those contracts are governed by Section 5.19 Third-Party Education Service Provider Contracts

**“Known”** or **“Knowledge”** means that a representative of Applicant and/or the School is aware of a fact, circumstance, or result, or has information that would lead a reasonable person in the same situation to believe that the facts, circumstances, or results exist. When knowledge triggers or impacts a legal responsibility or obligation of the Applicant or School, then failure to act in accordance with those legal responsibilities or obligations may be considered a material and substantial violation of this Contract.

**“Master Calendar”** means the compliance calendar annually issued by the Commission.

**“Performance Audit”** means an objective and systematic assessment of a charter school or any of its programs, functions, or activities by an independent evaluator in order to help improve efficiency, effectiveness, and accountability. Performance audits include economy and efficiency audits and program audits. Performance audits must be conducted according to U.S. Government Accountability Office auditing standards, known as Yellow Book standards. RCW 43.09.430(6); <http://www.sao.wa.gov/state/Pages/Aboutperformanceaudits.aspx#.VOXQs032ZEZ>.; ESSB 6194, Sec. 103

**“School”** means the school that the Applicant was authorized to establish that is governed by the Board. For purposes of this Contract the School, School Board, Charter School Board, Board, and Applicant are one and the same and are responsible for compliance with all legal requirements to which the School is subject under Applicable Law and this Contract.

**“School Board,” “Charter School Board,”** or **“Board”** means the charter school board, as defined in the Charter Schools Act, and must at all times be appointed, operated, and governed in accordance with its Bylaws, the Application, legal obligations, and this Contract. For purposes of this Contract the School, School Board, Charter School Board, Board, and Applicant are one and the same and are responsible for compliance with all legal requirements to which the School is subject under Applicable Law and this Contract.



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**“Small and Attractive Assets”** include, but are not limited to Optical Devices, Binoculars, Telescopes, Infrared Viewers, Rangefinders, Cameras and Photographic Projection Equipment, Desktop Computers (PCs), Laptops and Notebook Computers, Tablets and Smart Phones, Television Sets, DVD Players, Blu-ray Players, and Video Cameras (home type).

## **ARTICLE III: SCHOOL'S MISSION**

### **Section 3.1 Mission**

The mission of the School is as follows: To prepare a heterogeneous student population for success in a four-year college, and to be thoughtful, contributing members of society.

## **ARTICLE IV: GOVERNANCE**

### **Section 4.1 Governance**

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

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

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

### **Section 4.2 Governance Documents**

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

### **Section 4.3 Non-Profit Status**

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

### **Section 4.4 Organizational Structure and Plan**

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

### **Section 4.5 Composition**

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

### **Section 4.6 Change in Status or Governance Documents**

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

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

The Board shall notify the Commission of any changes to the Board Roster and Disclosures within five (5) business days of their taking effect and provide an amended Board Roster and Disclosures. If, at any time,

the Board fails to operate in accordance with the terms of its Bylaws it shall immediately notify the Commission of that failure.

#### **Section 4.7 Affiliation**

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

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

#### **Section 4.8 Conflicts of Interest**

Any amendment to Attachment 5: Conflict of Interest Policy must be adopted by the Board and approved in writing by the Commission, which shall not be unreasonably withheld. Any approved changes may be with made without amendment to this agreement.

#### **Section 4.9 Open Meetings**

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

#### **Section 4.10 Public Disclosure Filing**

Board members must file personal financial affairs statements with the public disclosure commission between January 1<sup>st</sup> and April 15<sup>th</sup> and/or within two weeks of becoming a member of the board. Board members must comply with the Board's Conflicts of Interest Policy and ethical obligations to determine whether the financial disclosures reveal a conflict of interest or ethical violation.

## **ARTICLE V: GENERAL OPERATIONAL REQUIREMENTS**

### **Section 5.1 General Compliance**

The School and the Board shall operate at all times in accordance with all Applicable Law, the Contract and Commission policies, as the same may be amended from time to time.

### **Section 5.2 Public School Status**

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

### **Section 5.3 Nonsectarian Status**

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

### **Section 5.4 Access to Individuals and Documents**

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

### **Section 5.5 Ethics**

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

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

reason of his or her official position to disclose confidential information acquired by reason of his or her official position.

e. No Board member or School administrator may disclose confidential information gained by reason of the officer's position, nor may the officer otherwise use such information for his or her personal gain or benefit.

f. Terms in this provision will be defined in accordance with the definitions set out in RCW 42.52.010. The Advisory Opinions of the Executive Ethics Board shall provide non-binding guidance for the parties' interpretation of this provision.

### Section 5.6 Public Records

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

### Section 5.7 Record Keeping

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

### Section 5.8 Non-Discrimination

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

### Section 5.9 Inventories

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

If the Contract is revoked, terminated, non-renewed or surrendered, or the School otherwise ceases to operate, Assets shall be deemed to be public assets if at least 25 percent of the funds used to purchase the asset were public funds. Public funds include, but are not limited to, funds received by the School under chapter 28A.710 RCW, as well as any state or federal grant funds. Any assets acquired wholly with private

funds shall be disposed of consistent with Washington nonprofit law, provided that the School must maintain records demonstrating the percentage of public funds used to acquire assets. If the School's records fail to establish clearly whether an asset was acquired with the use of public funds, the assets shall be deemed to be public assets.

#### **Section 5.10 Administrative Records**

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

#### **Section 5.11 Student Welfare and Safety**

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

#### **Section 5.12 Transportation**

The School shall be responsible for providing students transportation in accordance with legal obligations and consistent with the plan proposed in the approved application.

#### **Section 5.13 Staff Qualifications**

Instructional staff, employees, and volunteers shall possess all applicable qualifications as required by state or federal law. Instructional staff shall maintain active certification in accordance with chapter 28A.410 RCW, unless instructional staff meets the requirements of RCW 28A.150.203(7).

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

#### **Section 5.14 Staff Training**

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

#### **Section 5.15 Student Conduct and Discipline**

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

### **Section 5.16 Transactions with Affiliates**

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

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

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

### **Section 5.17 Contracting for Services**

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

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

### **Section 5.18 School Authorized as Part of a Charter Management Organization**

In its application, School was identified as a new school to be operated by Summit Public Schools, a non-profit charter management organization (CMO). As such, School's relationship with Summit Public Schools, is not subject to the procedures outlined in "Section 5.19 Third-Party Education Service Provider Contracts" School is otherwise subject to "Section 5.19 Third-Party Education Service Provider Contracts" and, in all other instances, School and Summit Public Schools are bound by the terms of this agreement and all applicable laws.

### **Section 5.19 Third-Party Education Service Provider Contracts**

- a. **Limit to Scope of ESP Contracting.** The School shall not, without written approval of the Commission, contract with an ESP to provide substantial educational services, management services, or



both on behalf of the School. Substantial is defined as the assumption of responsibility for all or most of the educational, governance, or managerial components of a School's operations.

**b. Proposed ESP Contract.** At least 90 days before the proposed effective date of an ESP contract, the ESP and the School shall enter into a legally binding and enforceable contract that is subject to approval of the Commission and the requirements of this Contract. Attachment 6: Education Service Provider (ESP) Contract Guidelines contains Education Service Provider Agreement Guidelines that the School must observe. Within 24 hours of entering into the proposed contract, the School shall forward the proposed ESP contract to the Commission for review.

**c. Required ESP Contract Terms.** The proposed ESP contract shall set forth with particularity inter alia, (i) the contingent obligations and responsibilities of each party in the event that the contract must be modified in order to obtain or maintain the School's status under state and federal law, and (ii) the extent of the ESP's participation in the organization, operation and governance of the School.

**d. Review by Commission.** The Commission shall review the proposed ESP Contract and determine, within 60 days of receiving it from the School, whether it meets approval of the Commission. Approval will be contingent on satisfaction of the terms of RCW 28A.710.130(4) and evidence that the ESP contract will not detrimentally impact the School's viability, or violate the terms of this Contract or the law.

**e. Representation by Attorney.** The School shall be represented by an attorney during the negotiation of the proposed ESP Contract. Upon submission of the ESP contract for review by the Commission it shall be accompanied by a letter from a licensed attorney representing the School stating that the Management Contract meets the attorney's approval. Such attorney may not represent or be retained by the Management Provider.

**f. Effect of ESP Contract.** The School will remain ultimately responsible and accountable for its legal and contractual obligations; an ESP contract will not relieve the School of those obligations.

### Section 5.20 Complaints

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

### Section 5.21 Notification to Commission

**a. Timely Notification.** The School shall timely (within 24 hours) notify the Commission (and other appropriate authorities) in the following situations:

1. The discipline of employees at the School that:
  - i. Results in suspension or termination;
  - ii. Arises from misconduct or behavior that may have endangered the educational welfare or personal safety of students, teachers, or other colleagues within the educational setting; or
  - iii. Is based on serious or repeated violations of law.

2. Any complaints filed, or action taken, against the School by any governmental agency.

**b. Immediate Notification.** The School shall immediately notify the Commission of any of the following:

1. Known conditions that may cause it to vary from the terms of this Contract, applicable Commission requirements, federal, and/or state law;

2. Non-compliance with the Applicant's legal obligations or Contract provisions;
3. Any circumstance requiring the closure of the School, including, but not limited to, a natural disaster, such as an earthquake, storm, flood or other weather related event, other extraordinary emergency, or destruction of or damage to the School facility;
4. The arrest of any members of the Board or School employees for a crime punishable as a felony, crime involving a child, or any crime related to the misappropriation of funds or theft, if the Board, School, or any agent, employee, or representative thereof has reason to believe that an arrest occurred;
5. Misappropriation of school funds;
6. A known default on any obligation, which shall include debts for which payments are past due by sixty (60) days or more; or
7. Any change in its corporate status with the Washington Secretary of State's Office or status as a 501(c)(3) corporation.

### **Section 5.22 School Calendar**

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

### **Section 5.23 Litigation and Constitutional Challenges**

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

### **Section 5.24 Multiple School Applicants and Operators**

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

## **ARTICLE VI: ENROLLMENT**

### **Section 6.1 Enrollment Policy**

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

### **Section 6.2 Maximum Enrollment**

The maximum number of students who may be enrolled in the first year of operation of the School shall be 210 students, with an ability to exceed this amount by no more than 25 students, to the extent that the School's facility and staffing can accommodate such a number and maintain compliance with Applicable Law and the Contract. If the School wishes to enroll more than the maximum number of students listed above, it shall, before exceeding this number, provide evidence satisfactory to the Commission that it has the capacity to serve the larger population. The maximum enrollment shall not exceed the capacity of the School facility.

### **Section 6.3 Annual Enrollment Review**

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

### **Section 6.4 Decrease in Enrollment**

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

### **Section 6.5 Student Transfers and Exits**

Any student exit out of the School shall be documented by an exit form signed by the student's parent or guardian, which affirmatively states the reason for the transfer or exit and that the student's transfer or exit is voluntary. The School shall collect and report to the Commission, in a format required or approved by the Commission, exit data on all students transferring from or otherwise exiting the school for any reason (other than graduation), voluntary or involuntary. Such exit data shall identify each departing student by name and shall document the date of and reason(s) for each student departure. In the event that the School is unable to document the reasons for a voluntary withdrawal, the School shall notify the Commission and provide evidence that it made reasonable efforts to obtain the documentation described in this section.

### **Section 6.6 Right to Remain**

The School shall comply with the McKinney-Vento Act, 42 U.S.C. 11432 et seq. Students who fail to attend the School as required by RCW 28A.225.010 may be removed from the School's rolls only after the requisite unexcused absences have been documented and all truancy procedures followed, consistent with chapter 28A.225 RCW, the provisions of the McKinney-Vento act, and Commission policy.

**ARTICLE VII: TUITION AND FEES**

**Section 7.1 Tuition Fees**

The School will not charge tuition. The School shall not charge fees except as allowed by Applicable Law.

## **ARTICLE VIII: EDUCATIONAL PROGRAM/ACADEMIC ACCOUNTABILITY**

The School is required to implement, deliver, support, and maintain the design elements education program terms described in its Application.

### **Section 8.1 Educational Program Terms and Design Elements**

The School shall implement, deliver, support and maintain the essential design elements of its educational program, as described in its Application. Design elements include, but are not limited to, the mission, vision, objectives and goals, and the educational program terms identified in Attachment 4: Educational Program Terms and Design Elements.

### **Section 8.2 Material Revisions to the Educational Program Terms and Design Elements**

Material revisions and/or amendments to the essential design elements and education program terms shall require the Commission's pre-approval. Failure to implement, deliver, support and maintain the essential design elements of the School's educational program is a material and substantial breach of the Contract.

### **Section 8.3 Content Standards**

The School's educational program shall meet or exceed basic education standards. The School is also subject to the supervision of the Office of the Superintendent of Public Instruction (OSPI) and the State Board of Education. Standards that must be met by the school include, but are not limited to:

- a. Basic education, as defined in RCW 28A.150.200, .210 and .220;
- b. Instruction in the essential academic learning requirements and associated standards;
- c. Participation in, and performance on, statewide student assessments;
- d. Performance improvement goals and associated requirements;
- e. Accountability measures;
- f. State graduation requirements;
- g. Academic standards applicable to noncharter public schools;
- h. Standards and requirements contained in the Performance Framework; and
- i. Other state and federal accountability requirements imposed by law, regulation, policy or this Contract.

### **Section 8.4 Assessments**

The School shall participate in and properly administer the academic assessments required by OSPI, the State Board of Education, and Applicable Law, as well as those assessments that are an essential design element of the educational program as required in Attachment 4: Educational Program Terms and Design Elements. The School shall comply with all assessment protocols and requirements as established by the OSPI and the State Board of Education, maintain test security, and administer the tests consistent with all relevant state and Commission requirements. The School shall follow OSPI's administration and security requirements associated with those tests being administered.

### **Section 8.5 Graduation Requirements for High Schools**

The School's curriculum shall meet or exceed all applicable graduation requirements as established by the State Board of Education.

### **Section 8.6 English Language Learners**

The School shall at all times comply with all Applicable Law governing the education of English language learners including, but not limited to, the Elementary and Secondary Education Act (ESEA), Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974 (EEOA), RCW 28A.150.220, RCW 28A.180.010 to 28A.180.080. The School shall provide resources and support to English language learners to enable them to acquire sufficient English language proficiency to participate in the mainstream English language instructional program. The School shall employ and train teachers to provide appropriate services to English language learners. The School must implement, deliver, support, and maintain an education program that provides all the legally required education and services to English language learners.

### **Section 8.7 Students with Disabilities**

The School shall provide services and accommodations to students with disabilities as set forth in the Application and in accordance with any relevant policies thereafter adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 et seq.) (the “IDEA”), the Americans with Disabilities Act (42 U.S.C. § 12101 et seq.) (the “ADA”), section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) (“Section 504”), and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program (“IEP”) recommended by a student’s IEP team. The School shall also comply with all applicable federal and State laws, rules, policies, procedures and directives regarding the education of students with disabilities including, but not limited to, chapter 28A.155 RCW.

## **ARTICLE IX: FINANCIAL ACCOUNTABILITY**

### **Section 9.1 Legal and Accounting Compliance**

The School shall comply with all Applicable Law, including but not limited to, state financial and budget rules, regulations, and financial reporting requirements, as well as the requirements contained in the Commission's Charter School Performance Framework, chapter 108-30 WAC. The School shall also adhere to generally accepted accounting principles and be subject to financial examinations and audits as determined by the Commission or the state auditor, including annual audits for legal and fiscal compliance.

### **Section 9.2 Governance, Managerial and Financial Controls**

At all times, the School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to:

- a. Generally Accepted Accounting Principles and the capacity to implement them;
- a. A checking account;
- b. Adequate payroll procedures;
- c. An organizational chart;
- d. Procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year;
- e. Internal control procedures for cash receipts, cash disbursements and purchases;
- f. Procedures identified in the Application; and
- g. Maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.

### **Section 9.3 Non-Commingling**

Assets, funds, liabilities and financial records of the School shall be kept separate from assets, funds, liabilities, and financial records of any other person, entity, or organization unless approved in writing by the Commission. Additionally, public funds and assets received by the School shall be tracked and accounted for separately.

### **Section 9.4 Encumbrances**

The School may issue secured and unsecured debt, including pledging, assigning or encumbering its assets to manage cash flow, improve operations, or finance the acquisition of real property or equipment. Provided that the School shall not:

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

### **Section 9.5 Bank Accounts**

The School shall, upon request, provide the Commission with the name of each financial institution with which it holds an account along with the associated account number. At the election of the Commission,

the School may be required to obtain documentation from all of the School's bank accounts or to sign a release and authorization that allows the financial institution to provide documents and information directly to the Commission.

#### **Section 9.6 Quarterly Reports**

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

#### **Section 9.7 Accounting Methods and Records**

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

#### **Section 9.8 State Accounting Requirements**

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

#### **Section 9.9 Financial Records and Separate Accounting**

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

#### **Section 9.10 Location and Access**

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

#### **Section 9.11 Filing and Notice**

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

#### **Section 9.12 Disbursement Procedures**

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



### **Section 9.13 Compliance with Finance Requirements**

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

### **Section 9.14 Budget**

#### **Section 9.14.1 Annual Budget Statement**

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

#### **Section 9.14.2 Annual Budgets**

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

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

#### **Section 9.14.3 School Funding**

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

## ARTICLE X: AUDITS

### Section 10.1 Audits

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

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

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

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

## **ARTICLE XI: SCHOOL FACILITIES**

### **Section 11.1 Accessibility**

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

### **Section 11.2 Health and Safety**

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

### **Section 11.3 Location**

The School shall provide evidence that it has secured a location that is acceptable to the Commission by March, 31, 2016. The school may move its location(s) only after obtaining written approval from the Commission, subject to such terms and conditions as may be specified. Any change in the location of the School shall be consistent with the Application and acceptable to the Commission. Attachment 7: Physical Plant, contains the address and description of the approved facility.

### **Section 11.4 Construction/Renovation and Maintenance of Facilities**

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

### **Section 11.5 Use of the Facility by the School**

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

### **Section 11.6 Inspections**

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

### **Section 11.7 Impracticability of Use**

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

## **ARTICLE XII: EMPLOYMENT**

### **Section 12.1 No Employee or Agency Relationship**

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

### **Section 12.2 Retirement Plan**

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

### **Section 12.3 Teacher Membership in Professional Organizations**

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

### **Section 12.4 Background Checks**

- a.** The School will obtain and retain copies of fingerprint and background checks (record checks) through the Washington state patrol criminal identification system under RCW 43.43.830 through 43.43.834, 10.97.030, and 10.97.050, and through the federal bureau of investigation before hiring an employee or allowing contractors on school premises when the employee, board member, or contractor will have unsupervised access to children. This shall be an ongoing requirement; background checks will be renewed every two years to determine whether conduct has occurred post-employment. If the employee or contractor has had a record check within the previous two years, the school, may rely on the information contained in OSPI's record check data base to satisfy this requirement. When necessary, applicants may be employed on a conditional basis pending completion of the record check(s).
- b.** Each year the School will conduct record checks on volunteers using the Washington Access to Criminal History (WATCH) program before the volunteer is allowed to have unsupervised access to children at the school, or during school sponsored or affiliated events. A copy of the results of the check shall be maintained by the school.
- c.** The School shall give notice to the Commission of any employee it finds who has a prior conviction of a felony, or any crime related to theft or misappropriation of funds, and of any employee who is convicted of a felony during the term of an employee's employment. The School shall also give notice to the Commission of any employee who has been convicted of an offense enumerated or referenced in chapter 28A.410 RCW.
- d.** Employee rosters and proof of background check clearance shall be provided to the Commission as required by the Charter School Performance Framework, chapter 108-30 WAC.

## **ARTICLE XIII: INSURANCE AND LEGAL LIABILITIES**

### **Section 13.1 Insurance**

The School will maintain adequate insurance necessary for the operation of the School, including but not limited to property insurance, general liability insurance, workers' compensation insurance, unemployment compensation insurance, motor vehicle insurance, and errors and omissions insurance covering the Board, School, and its employees with policy limits as set forth below:

- a. Comprehensive general liability: \$3,000,000
- b. Officers, directors and employees errors and omissions: \$50,000
- c. Professional liability insurance: \$1,000,000 per occurrence, plus \$3,000,000 for sexual molestation claims. Coverage must include coverage from claims of sexual molestation and corporal punishment and any sublimits must be approved by the Commission.
- d. Data Breach Insurance: \$1,000,000
- e. Property insurance: As required by landlord or lender
- f. Transportation/Motor vehicle liability (if appropriate): \$3,000,000 per occurrence, which must include coverage for bodily injury and property damage; any sublimits must be approved by the Commission. In addition, collision and comprehensive insurance against physical damage including theft shall be provided with a maximum deductible of \$1,000 for collision and \$1,000 for comprehensive coverage except when the cost of the coverage would exceed the value of the vehicle during the contract period.
- g. Fidelity/Crime Coverage: \$500,000
- h. Workers' compensation: Prior to performing work under this Contract, the School shall provide or purchase industrial insurance coverage for its employees, as may be required of an "employer" as defined in RCW Title 51, and shall maintain full compliance with RCW Title 51 during the course of this Contract.

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

### **Section 13.2 Insurance Certification**

The School shall, by August 1st of each year, provide the Commission with proof of insurance as required by state law and Commission policy.

### **Section 13.3 Risk Management**

Within 24 hours of identification of any pending or threatened claims or charges the School will inform the Commission and provide the Commission's counsel and risk manager with all notices of claims. In addition to satisfying its indemnification obligations, the School will cooperate fully with the Commission in the defense of any claims asserted against the Commission, its board members, agents or employees arising from or related to the operation of the School and comply with the defense and reimbursement provisions of all applicable insurance policies.

#### **Section 13.4 Limitation of Liabilities**

In no event will the State of Washington, or its agencies, officers, employees, or agents, including, but not limited to the Commission, be responsible or liable for the debts, acts or omissions of the School, its officers, employees, or agents.

#### **Section 13.5 Faith and/or Credit Contracts with Third Parties**

The School shall not have authority to extend the faith and credit of the Commission or the State of Washington to any third party and agrees that it will not attempt or purport to do so. The School acknowledges and agrees that it has no authority to enter into a contract that would bind the Commission and agrees to include a statement to this effect in each contract or purchase order it enters into with third parties.

#### **Section 13.6 Indemnification**

To the fullest extent permitted by law, the School shall indemnify, defend and hold harmless the Commission, State, agencies of State and all officials, agents and employees of State, from and against all claims for injuries or death arising out of or resulting from the performance of the contract by the Schools' agents, employees, representatives, or contractors. The School's obligation to indemnify, defend, and hold harmless includes any claim by Schools' agents, employees, representatives, or any contractor or its employees. The School expressly agrees to indemnify, defend, and hold harmless the Commission and State for any claim arising out of or incident to School's or any contractor's performance or failure to perform obligations under the contract. The obligation of indemnification includes all attorney fees, costs and expenses incurred by the Commission and/or State in defense of any suits, actions, grievances, charges and/or proceedings. This obligation shall survive the term of this contract.

## ARTICLE XIV: OVERSIGHT AND ACCOUNTABILITY

### Section 14.1 School Performance Framework

- a. Annually, the School and Commission must set performance targets designed to help the School meet its mission-specific educational and organizational goals, applicable federal, state, and Commission expectations. Once agreed upon, those performance targets shall be incorporated into the contract through amendment.
- b. The School shall annually Meet Standards or Exceed Standards on the Commission's Charter School Performance Framework set out in chapter 108-30 WAC, the requirements contained in chapter 28A.710 RCW, and as set out in this Contract. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Commission and will be binding on the School.
- c. The Commission will monitor and periodically report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. Such reporting will take place in accordance with the Commission's Master Calendar and required school data reporting per OSPI rules and policies.
- d. The School's performance in relation to the indicators, measures, metrics and targets set forth in chapter 108-30 WAC, the requirements contained in chapter 28A.710 RCW, and the School specific performance measures set out in this Contract shall provide one basis upon which the Commission will base its decisions to renew, revoke, terminate or take other action on the Contract.
- e. The specific terms, form and requirements of the Performance Framework may be modified or amended to the extent required to align with changes to applicable state or federal accountability requirements, as set forth in law. In the event that any such modifications or amendments occur, the Commission will use best efforts to apply expectations for school performance in a manner consistent with those set forth in the Performance Framework as initially established in the Contract.
- f. The Commission reserves the right to amend the Charter School Performance Framework set out in chapter 108-30 WAC in accordance with the legal requirements that govern amendment of agency rules. The School will be required to comply with any amendments of the Charter School Performance Framework.

### Section 14.2 Performance Audits and Evaluation

Annually, the school shall be subject to an annual review by the Commission or its designee.

#### Section 14.2.1 Annual Performance Review

The School shall be subject to a review of its academic, organizational, and financial performance at least annually and is required to comply with obligations as indicated in Attachment 9: Identification of Documentation Required for Annual Performance Report.

The School agrees to make all documentation, records, staff, employees, or contractors promptly available to the Commission upon request.

Updated: May 25, 2016

#### **Section 14.2.2 Data and Reports**

The School shall promptly provide to the Commission any information, data, documentation, evidence and reports necessary for the Commission to meet its oversight and reporting obligations as outlined in chapter 28A.710 RCW. When the request is for on-site inspection of records, prompt is defined as immediate access. If the request is for reproduction of records, then the Commission will include a timeframe in which the records must be provided; adherence to this timeframe will be considered prompt.

The School shall also provide required documentation, data, information and reports include identified in Attachment 9: Identification of Documentation Required for Annual Performance Report by the deadlines identified in the Master Calendar.

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

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

#### **Section 14.3 Multiple School Applicant and Operator Oversight**

Once an Applicant is operating more than one school, the Commission may require the Applicant to address identified concerns or deficiencies in all of its Schools without conducting an investigation or inquiry at each School.



## **ARTICLE XV: COMMISSION'S RIGHTS AND RESPONSIBILITIES**

### **Section 15.1 Oversight and Enforcement**

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

### **Section 15.2 Right to Review**

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

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

### **Section 15.3 Inquiries and Investigations**

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

### **Section 15.4 Notification of Perceived Problems**

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

### **Section 15.5 Other Legal Obligations**

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

### **Section 15.6 Oversight Fee**

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

## **ARTICLE XVI: BREACH OF CONTRACT, TERMINATION, AND DISSOLUTION**

### **Section 16.1 Breach by the School**

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

### **Section 16.2 Termination by the Commission**

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

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

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

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

### **Section 16.3 Other Remedies**

The Commission may impose other appropriate remedies for breach including, but not limited to, imposing sanctions or corrective action to address apparent deficiencies or noncompliance with legal requirements. These may include a requirement that the School develop and execute a corrective action plan within a

specified timeframe. Failure to develop, execute, and/or complete the corrective action plan within the timeframe specified by the Commission will constitute a material and substantial violation of the Contract. This provision shall be implemented in accordance with the chapter 28A.710 RCW and the associated rules and guidance issued by the Commission.

#### **Section 16.4 Termination by the School**

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

#### **Section 16.5 Invalid Provisions**

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

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

#### **Section 16.6 Termination for Withdrawal of Authority**

In the event that the Commission's authority to perform any of its duties is limited in any way, such that it cannot perform its duties or obligations under law and/or this Contract, after the commencement of this Contract and prior to normal completion, the Commission may terminate this Contract, in whole or in part, by seven (7) calendar days or other appropriate time period written notice to Applicant.

#### **Section 16.7 Termination for Non-Allocation of Funds**

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

#### **Section 16.8 Termination for Conflict of Interest**

Commission may terminate this Contract by written notice to Applicant if it is determined, after due notice and examination, that any party to this Contract has violated the ethics or conflicts of interest provisions of this Contract, or any other laws regarding ethics in public acquisitions and procurement and performance of contracts.

#### **Section 16.9 Dissolution**

Upon termination of this Contract for any reason by the School, upon expiration of the Contract, or if the School should cease operations or otherwise dissolve, the Commission may supervise the winding up of the business and other affairs of the School; provided, however, that in doing so the Commission will not be responsible for and will not assume any liability incurred by the School under this Contract. The Board and

Updated: May 25, 2016

School personnel shall cooperate fully with the winding up of the affairs of the School. The School's obligations for following a termination protocol and winding up of the affairs of the school shall survive the term of this contract.

**Section 16.10 Disposition of Assets upon Termination or Dissolution**

All assets, including tangible, intangible, and real property in use by the School but originally owned by the state or assets purchased using at least 25 percent of public funds are the property of the state and shall be returned to the state upon termination or dissolution, in accordance with Commission policy and governing law. School owned assets, including tangible, intangible, and real property, remaining after paying the School's debts and obligations and not requiring return or transfer to donors or grantors, or other disposition in accordance with state law, will be disposed of in accordance with governing state and federal law, including, but not limited to RCW 28A.710.210, and the rules adopted thereto. This provision shall survive the term of this contract.

## ARTICLE XVII: MISCELLANEOUS PROVISIONS

### Section 17.1 Merger

This Agreement, and all attachments, exhibits and amendments thereto, contains all the terms and conditions agreed upon by the parties and supersedes all previous agreements. No other understandings, oral or otherwise, regarding the subject matter of this Contract shall be deemed to exist or to bind any of the Parties hereto.

### Section 17.2 Amendments

No amendment to this Contract will be valid unless ratified in writing by the Commission and the Board and executed by authorized representatives of the Parties.

### Section 17.3 Governing Law and Enforceability

This Contract shall be construed and interpreted in accordance with the laws of the state of Washington and the venue of any action brought hereunder shall be in the Superior Court for Thurston County.

### Section 17.4 No Waiver

The Parties agree that no assent, express or implied, to any breach by either party of any one or more of the provisions of this Contract shall constitute a waiver of any other breach.

### Section 17.5 No Third-Party Beneficiary

This Contract shall not create any rights in any third parties who have not entered into this Contract, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Contract.

### Section 17.6 Non-Assignment

Neither party to this Contract shall assign or attempt to assign any rights, benefits, or obligations accruing to the party under this Contract unless the other party agrees in writing to any such assignment.

### Section 17.7 Records Retention

School records shall be maintained in accordance with all applicable state and federal document and record retention requirements. If any litigation, claim or audit is started before the expiration of an applicable document retention period, the records shall be retained until all litigation, claims, or audit findings involving the records have been resolved. This provision shall survive the term of the contract.

### Section 17.8 Confidential Information

a. The parties recognize that they are both bound by the requirements of the Family Educational Rights and Privacy Act Regulations (FERPA), (20 U.S.C. § 1232g; 34 C.F.R. § 99), and they will safeguard such information in accordance with the requirements of FERPA. The parties further recognize that that some of the information exchanged under this agreement will be confidential.

b. The term confidential information as used in this Contract means any and all information provide by one party to the other that is exempt from mandatory disclosure under the terms of the state public disclosure laws codified at chapter 42.56 RCW. The term “confidential information” includes, but is not limited to:

1. Any personally identifiable student-related information, including, but not limited to:
  - i. Student names;

- ii. The name of a student’s parent or other family members;
  - iii. Student addresses;
  - iv. The address of a student’s family;
  - v. Personal identifiers such as a student’s social security number or student number;
  - vi. Personal characteristics that would make a student's identity easily traceable;
  - vii. Any combination of information that would make a student's identity easily traceable;
  - viii. Test results for schools and districts which test fewer than ten students in a grade level; and
  - ix. Any other personally identifiable student related information, or portrayal of student related information in a personally identifiable manner. (See, in particular, RCW 42.56.230(1) which exempts personal information in files maintained for students in public schools from mandatory public disclosure; RCW 42.56.070 and 42.56.080 which recognize exemptions from mandatory public disclosure information contained in other statutes such as the federal FERPA and its implementing regulations which prohibit the unauthorized public disclosure and re-disclosure of “personally identifiable student information” in or from student “education records”; and the provisions of this contract.
- c. Confidential information disclosed under this agreement will be used solely for legally authorized purposes including, but not limited to, the audit, evaluation of the School and associated compliance and enforcement activities.
- d. Only employees of the parties, and legally authorized individuals, will have access to confidential information described in this agreement. Any re-disclosure of personally identifiable information will occur only as authorized under this agreement and 34 C.F.R. § 99.33.
- e. Confidential information exchanged under this agreement will be destroyed when the purpose for which the information was required has been completed, and will not be duplicated or re-disclosed without specific authority to do so. Provided, however, that the parties must also comply with all legally imposed document retention requirements and litigation holds.
- f. The parties will safeguard confidential information by developing and adhering to policies governing physical, electronic, and managerial safeguards against unauthorized access to and unauthorized disclosure of confidential information.
- g. If a party receives a public records request, court order, or subpoena for Student Data, provided under this agreement the party shall, to the extent permitted by law, notify the other party within two (2) business days of its receipt thereof, and will reasonably cooperate with the party in meeting FERPA obligations in complying with or responding to said public records request, subpoena, and/or court order.

### **Section 17.9 Order of Precedence**

The items listed below are incorporated by reference herein. In the event of an inconsistency in this contract, the inconsistency shall be resolved by giving precedence in the following order:

- a. Applicable Law;
- b. Terms and Conditions of the Contract;

- c. Attachments; and
- d. Any other provisions incorporated by reference or otherwise into the Contract.

**Section 17.10 Taxes**

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

**Section 17.11 Waiver**

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

**Section 17.12 Captions**

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

**Section 17.13 Gender and Number**

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

**Section 17.14 Solicitation and Response**

This Contract is entered into as a result of the approval of the application submitted by the School in response to the Commission’s Request for Proposal (RFP). The RFP is attached as Attachment 11: Request for Proposals to this Contract and the School’s application submitted in response to the RFP is attached as Attachment 12: Charter Public School Application to this Contract.

Updated: May 25, 2016

### ARTICLE XVIII: NOTICE

#### Section 18.1 Notice

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

Charter School Point of Contact  
Jen Davis Wickens  
Summit Public Schools Washington  
210 S Hudson Street  
Seattle, WA 98134

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

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


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

IN WITNESS WHEREOF, the Parties have executed this Contract to be effective August 22, 2017.

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

  
Steve Sundquist, Chair  
Washington State Charter School Commission

THE CHARTER SCHOOL BOARD:

  
Michael Orbino, President  
Summit Public Schools Washington Board



Updated: May 25, 2016

## **APPENDICES**

Attachment 1: Pre-Opening Process and Conditions

Attachment 2: Governance Documents

Attachment 3: Board Roster and Disclosures

Attachment 4: Educational Program Terms and Design Elements

Attachment 5: Conflict of Interest Policy

Attachment 6: Education Service Provider (ESP) Contract Guidelines

Attachment 7: Physical Plant

Attachment 8: Statement of Assurances

Attachment 9: Identification of Documentation Required for Annual Performance Report

Attachment 10: Enrollment Policy

Attachment 11: Request for Proposals

Attachment 12: Charter Public School Application

### Attachment 1: Pre-Opening Process and Conditions

TASK	DUE DATE	STATUS/NOTES	COMPLETE
<b>School Facility/Physical Plant:</b>			
Provide the proposed location of the School; identify any repairs/ renovations that need to be completed by school opening, the cost of these repairs, the source of funding for the repairs, and a timeline for completion.	3/15		
Written, signed copy of facility lease, purchase agreement and/or other facility agreements for primary and ancillary facilities as are necessary for School to operate for one year or more.	3/31		
School possesses appropriate documents that the School is of sufficient size and with a sufficient number of classrooms to serve the projected enrollment. Copies of documents are on file with the Commission.	5/30		
The School facilities have met all applicable Department of Health requirements to serve food. Food Safety Permit is on file with the Commission.	8/1		
The School possesses all permits and licenses required to legally operate in the School Facility. Certificate of Occupancy is on file with the Commission.	8/1		
<b>School Operations:</b>			
Board approved (with signature page and date) special education policies and procedures (2161 and 2161P). In addition, evidence of submission of policies and procedures to OSPI and approval from OSPI are on file with the Commission.	2/15		
If the School wishes to offer a weighted enrollment preference for at-risk students or to children of full-time employees of the school if the employees' children reside within the state, the admissions policy must be approved by the Commission.	2/15		
The school has provided evidence of a uniform system of double-entry bookkeeping that is consistent with generally accepted accounting principles Generally	4/14		

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

prospective students of any ongoing litigation challenging the constitutionality of charter schools or that may require charter schools to cease operations.			
<b>PRE-OPENING SITE VISIT</b>  Prior to a School opening, Commission staff will conduct a site visit to verify that that school has completed or is on track to complete each pre-opening condition and confirm the School is ready to open.	<b>7/15</b>		
State assessment schedule is on file with the Commission.	7/15		
The School has written rules regarding pupil conduct, discipline, and rights including, but not limited to short-term suspensions, students with disabilities and a re-engagement plan.	8/1		
An employee roster and proof of background check clearance for members of the Charter school board, all staff, and contractors who will have unsupervised access to children is on file with the Commission.	8/1		
The school has policy and procedures for requesting, maintaining, securing and forwarding student records.	8/1		
The school has provided evidence of a working system for the maintenance of a proper audit trail and archiving of grade book/attendance (i.e. attendance logs).	8/1		
The school has provided evidence of an adequate staff configuration to meet the educational program terms outlined in the charter, its legal obligations, and the needs of all enrolled students (% of staff positions filled) and/or a plan for filling open positions.	8/1		
Evidence that instructional staff, employees, and volunteers possess all applicable qualifications as required by state and federal law.	8/1		
The school has provided evidence that the Civil Rights Compliance Coordinator, the Section 504 Coordinator, the Title IX Officer and the Harassment, Intimidation, Bullying (HIB) Compliance Officer, and State Assessment Coordinator have been named and	8/1		

submitted to OSPI and the Commission.			
Provide evidence that all employees have completed training on child abuse and neglect reporting or has comparable experience.	8/15		
<b>School Governance:</b>			
Within two weeks of contract execution, charter school board members must submit a Personal Financial Affairs Statement to the Public Disclosure Commission. The Commission will confirm that each charter school board members has submitted their Statement with the Public Disclosure Commission.	2 weeks from execution of contract		
Charter school must submit annual board meeting schedule including date, time, and location to Commission and assure the Commission that the meetings are posted on school website.	1/1		
Evidence that membership on the Board of Directors is complete and complies with the school's board bylaws (i.e. board roster with contact information for all board members, identification of officers, and term of service).	3/31		
Resume of each board member is on file with the Commission.	3/31		
Board Disclosure forms are complete and on file with the Commission.	3/31		
For School's whose 501c3 status was pending at the time of submission of the charter school application, the School must submit to the Commission verification of its 501c3 status once it has been approved by the Internal Revenue Service (IRS).	3/31		
Submit emergency contact information for the Chief Executive Officer (CEO) and other members of the management team.	5/31		
Annually, the School and Commission must set performance targets/mission-specific goals designed to help the School meet its mission-specific educational and organizational goals. Once agreed upon, those performance targets shall be incorporated into the charter contract through amendment. These targets must be set by July 1st of	7/1		

each year of the School's operation			
<b>Budget:</b>			
Submit an unaudited Quarter statement of income and expenses. School is required to use the Commission's Budget and Quarterly report template to satisfy this requirement.	2/15		
Submit an unaudited Quarter statement of income and expenses. School is required to use the Commission's Budget and Quarterly report template to satisfy this requirement.	5/15		
The School has provided evidence of an authorization process that identifies 1) individual(s) authorized to expend School funds and issue checks; 2) safeguards designed to preclude access to funds by unauthorized personnel and/or misappropriation of funds; and 3) individual(s) responsible for review and monitoring of monthly budget reports.	7/1		
A copy of the annual budget (using the Commission budget form) adopted by the School Board is on file with the Commission.	7/10		
Submit an unaudited Quarter statement of income and expenses. School is required to use the Commission's Budget and Quarterly report template to satisfy this requirement.	8/15		
Provide proof of insurance as set forth in the Contract.	8/1		

**Attachment 2: Governance Documents**

Attachment 2:

501(c)3 status confirmation, certificate of incorporation as a WA non-profit corporation, and board bylaws



INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **MAY 28 2014**

SUMMIT PUBLIC SCHOOLS WASHINGTON  
210 S HUDSON ST  
SEATTLE, WA 98134

Employer Identification Number:  
46-4118400  
DLN:  
17053326401043  
Contact Person:  
CUSTOMER SERVICE ID# 31954  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
June 30  
Public Charity Status:  
170(b)(1)(A)(vi)  
Form 990 Required:  
Yes  
Effective Date of Exemption:  
November 15, 2013  
Contribution Deductibility:  
Yes  
Addendum Applies:  
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

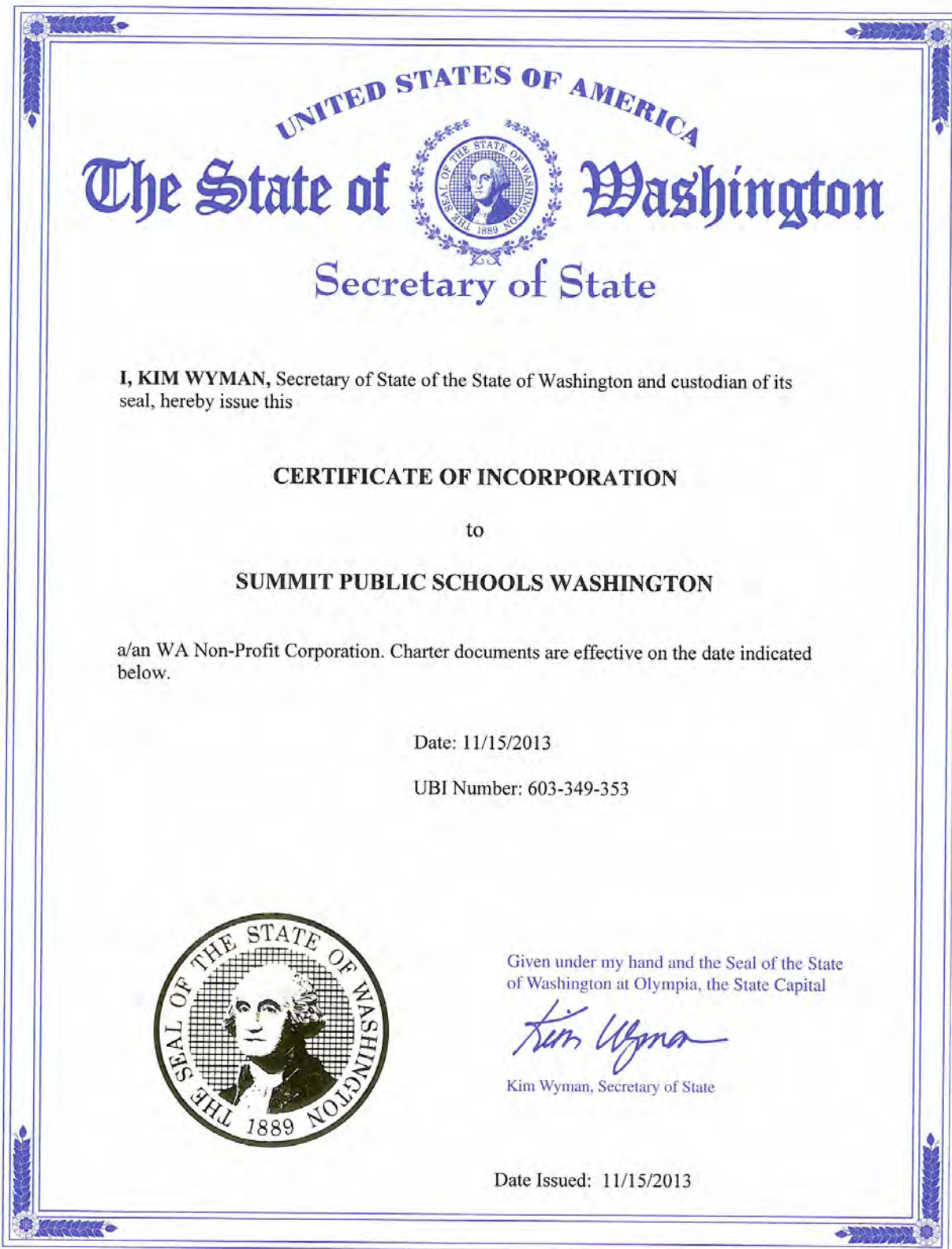
Sincerely,



Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947



603 349 353

FILED  
NOV 15 2013  
WA SECRETARY OF STATE

**ARTICLES OF INCORPORATION  
OF  
SUMMIT PUBLIC SCHOOLS WASHINGTON**

The undersigned, in order to form a nonprofit corporation under the Washington Nonprofit Corporation Act, Chapter 24.03 of the Revised Code of Washington, hereby executes the following Articles of Incorporation:

**ARTICLE 1. NAME**

The name of the corporation is Summit Public Schools Washington.

**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, or in the corporation's Articles of Incorporation or 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 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 of Incorporation, to any other organization that then qualifies for exemption under the provisions of Code Section 501(c)(3). Any such assets not so disposed of shall be disposed of by the Superior Court of King County, Washington, exclusively for a Code Section 501(c)(3) purpose or purposes similar to those set forth in Section 3.1 of these Articles of Incorporation, or to such organization or organizations, as said court shall determine, that are organized and operated for similar Code Section 501(c)(3) purposes.

#### **3.3.3 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 of Incorporation, the corporation shall not conduct or carry on activities not permitted to be conducted or carried on by an organization exempt from federal income tax under 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 of Incorporation, or by the Bylaws of the corporation, the corporation shall have the authority to (a) engage in any and all such activities as are incidental or conducive to the attainment of the purposes of the corporation set forth in Section 3.1 of these Articles of Incorporation and (b) exercise any and all powers authorized or permitted under any laws that are now, or hereafter may be, applicable or available to the corporation.

## **ARTICLE 4. DIRECTORS**

### **4.1 Number**

The number of Directors of the corporation shall be determined in the manner provided by the Bylaws of the corporation and may be increased or decreased from time to time in the manner provided therein.

### **4.2 Initial Director(s)**

The number of Directors constituting the initial Board of Directors shall be 1. The name and address of the person who is to serve as the initial Director is as follows:

Jimmy Zungia  
610 Bowdoin Lane Apt 102A,  
Stanford, CA 94305

#### ARTICLE 5. MEMBERS

The corporation shall have one member. The member shall be Summit Public Schools, a California nonprofit public benefit corporation.

#### ARTICLE 6. LIMITATION OF DIRECTOR LIABILITY

To the full extent that the Washington Nonprofit Corporation Act (as it exists on the date hereof or as it may hereafter be amended) permits the limitation or elimination of the liability of Directors, a Director of the corporation shall not be liable to the corporation or its members, if any, for monetary damages for conduct as a Director. Any amendments to or repeal of this Article 6 shall not adversely affect any right or protection of a Director of the corporation for or with respect to any acts or omissions of such Director occurring prior to such amendment or repeal. If the Washington Nonprofit Corporation Act is amended in the future to authorize corporate action further eliminating or limiting personal liability of directors, then the liability of a director for the corporation shall be eliminated or limited to the full extent permitted by the Washington Nonprofit Corporation Act, as so amended, without any requirement of further action by the corporation.

#### ARTICLE 7. INDEMNIFICATION

##### 7.1 Right to Indemnification

The corporation shall indemnify and hold harmless, to the fullest extent permitted by applicable law as it presently exists or may hereafter be amended, any person who was or is made or is threatened to be made a party or is otherwise involved in any action, suit or proceeding, whether civil, criminal, administrative or investigative (a "*Proceeding*"), by reason of the fact that such person, or a person for whom such person is the legal representative, is or was a Director or officer of the corporation or, while a Director or officer of the corporation, is or was serving at the request of the corporation as a Director, officer, partner, trustee, employee or agent of another corporation, or of a foundation, partnership, joint venture, limited liability company, trust, enterprise or other nonprofit entity, including service with respect to employee benefit plans (each such other entity, "*Another Enterprise*") (such person, an "*Indemnified Person*"), against all liability and loss suffered and expenses (including attorneys' fees) actually and reasonably incurred by such Indemnified Person in connection with such Proceeding. Notwithstanding the preceding sentence, except as otherwise provided in Section 7.4 of this Article 7, the corporation shall be required to indemnify an Indemnified Person in connection with a Proceeding (or part of such Proceeding) commenced by such Indemnified Person only if



the commencement of such Proceeding (or part of such Proceeding) by the Indemnified Person was authorized in advance by the Board of Directors.

#### **7.2 Restrictions on Indemnification**

The corporation may not indemnify any Indemnified Person for: (a) acts or omissions of the Indemnified Person finally adjudged to be intentional misconduct or a knowing violation of law; (b) conduct of the Indemnified Person finally adjudged to be in violation of violation of Section 24.03.043 of the Washington Nonprofit Corporation Act in reference to Section 23B.08.310 of the Washington Business Corporation Act; or (c) any transaction with respect to which it was finally adjudged that such Indemnified Person personally received a benefit in money, property or services to which the Indemnified Person was not legally entitled or if the corporation is otherwise prohibited by applicable law from paying such indemnification; provided, however, that if Section 23B.08.560 or any successor provision of the Washington Business Corporation Act is hereafter amended, the restrictions on indemnification set forth in this Section 7.2 shall be as set forth in such amended statutory provision.

#### **7.3 Expenses Payable in Advance**

The corporation shall pay the reasonable expenses (including attorneys' fees) incurred by an Indemnified Person in defending any Proceeding in advance of such Proceeding's final disposition (such expenses, "*Advanced Expenses*"), provided, however, that, to the extent required by law, such payment of Advanced Expenses in advance of the final disposition of the Proceeding shall be made only upon receipt of an undertaking by the Indemnified Person to repay all Advanced Expenses if it should be ultimately determined that the Indemnified Person is not entitled to be indemnified under this Article 7 or otherwise. Notwithstanding any of the foregoing in this Section 7.3, the corporation shall not be required to pay any Advanced Expenses to a person against whom the corporation directly brings a claim alleging that the corporation is not required to indemnify such person under Section 7.2 of this Article 7.

#### **7.4 Written Statement Required and Right of Indemnified Person to Bring Suit**

An Indemnified Person seeking indemnification pursuant to Section 7.1 or Advanced Expenses pursuant to Section 7.3 must first submit to the Board a sworn statement requesting indemnification or Advanced Expenses, as the case may be, and reasonable evidence of all such amounts requested by such Indemnified Person (such statement, a "*Claim*"). If (a) a Claim pursuant to Section 7.1 above is not paid in full by the corporation within 60 days after such Claim has been received by the corporation, or (b) a Claim pursuant to Section 7.3 above is not paid in full by the corporation within 30 days after such Claim has been received by the corporation, then the Indemnified Person may at any time after the expiration of the applicable period bring suit against the

corporation to recover the unpaid amount of such Claim. If an Indemnified Person succeeds in whole or in part in any such suit or in a suit brought by the corporation to recover Advanced Expenses pursuant to the terms of an undertaking, then such Indemnified Person is also entitled to receive reimbursement from the corporation for the expense of prosecuting or defending such suit. The Indemnified Person shall be presumed to be entitled to indemnification under this Article 7 upon submission of a Claim (and, in an action brought to enforce a Claim for Advanced Expenses, where the required undertaking has been delivered to the corporation), and, thereafter, the corporation shall have the burden of proof to overcome the presumption that the Indemnified Person is so entitled.

#### **7.5 Procedures Exclusive**

Pursuant to Section 24.03.043 of the Washington Nonprofit Corporation Act in reference to Section 23B.08.560(2) or any successor provision of the Washington Business Corporation Act, the procedures for indemnification and Advanced Expenses set forth in this Article 7 are in lieu of the procedures required by Section 23B.08.550 or any successor provision of the Washington Business Corporation Act.

#### **7.6 Nonexclusivity of Rights**

The right to indemnification and Advanced Expenses conferred by this Article 7 shall not be exclusive of any other right that any person may have or hereafter acquire under (a) any statute, (b) provision of these Articles of Incorporation, (c) the Bylaws of the corporation, (d) by general or specific action of the Board of Directors, (e) by contract or (f) otherwise.

#### **7.7 Insurance, Contracts and Funding**

The corporation may maintain insurance, at its expense, to protect itself and any Director, officer, partner, trustee, employee or agent of the corporation or Another Enterprise against any expense, liability or loss, whether or not the corporation would have the power to indemnify such person against such expense, liability or loss under the Washington Business Corporation Act. The corporation may enter into contracts with any Director, officer, partner, trustee, employee or agent of the corporation in furtherance of the provisions of this Article 7 and may create a trust fund, grant a security interest or use other means (including, without limitation, a letter of credit) to ensure the payment of such amounts as may be necessary to effect indemnification and Advanced Expenses as provided in this Article 7.

#### **7.8 Indemnification of Employees and Agents of the corporation**

The corporation may, by action of the Board of Directors, grant rights to indemnification and advancement of expenses to employees and agents or any class or



group of employees and agents of the corporation (a) with the same scope and effect as the provisions of this Article 7 with respect to the indemnification and Advanced Expenses of Directors and officers of the corporation, (b) pursuant to rights granted under, or provided by, the Washington Business Corporation Act, or (c) as are otherwise consistent with law.

**7.9 Persons Serving Other Entities**

Any person who, while a Director or officer of the corporation, is or was serving (a) as a Director or officer of another foreign or domestic corporation of which a majority of the shares entitled to vote in the election of its Directors is held by the corporation or (b) as a partner, trustee or otherwise in an executive or management capacity in a partnership, joint venture, trust or other enterprise of which the corporation or a wholly owned subsidiary of the corporation is a general partner or has a majority ownership shall be deemed to be (i) so serving at the request of the corporation and (ii) entitled to indemnification and Advanced Expenses under this Section 7.

**ARTICLE 8. REGISTERED OFFICE AND REGISTERED AGENT**

The address of the initial registered office of the corporation is 2560 5<sup>th</sup> Ave. W., Seattle, WA 98119, and the name of its initial registered agent at such address is Langfeldt Law, PLLC.

**ARTICLE 9. AMENDMENT TO ARTICLES OF INCORPORATION**

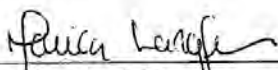
The corporation reserves the right to amend or repeal any of the provisions contained in these Articles of Incorporation in any manner now or hereafter permitted by law.

**ARTICLE 10. INCORPORATOR**

The name and address of the incorporator of the corporation are as follows:

Monica Langfeldt  
Langfeldt Law, PLLC  
2560 5<sup>th</sup> Ave. W  
Seattle, WA 98119

DATED: Nov. 15, 2013

  
\_\_\_\_\_  
Monica Langfeldt, Incorporator

**CONSENT TO APPOINTMENT AS REGISTERED AGENT**

I, Langfeldt Law, PLLC, hereby consent to serve as registered agent in the State of Washington for the following corporation: Summit Public Schools Washington. I understand that as agent for the corporation, it will be my responsibility to accept Service of Process in the name of the corporation, to forward all mail and license renewals to the appropriate officer(s) of the corporation, and to immediately notify the Office of the Secretary of State of my resignation or of any changes in the address of the registered office of the corporation for which I am agent.

Dated: November 14, 2013.

Alicia Langfeldt  
(Signature)

Langfeldt Law, PLLC  
(Type or print name of agent)

2560 5<sup>th</sup> Ave W.  
(Street address of registered office)

Seattle, WA 98119  
(City, state and zip code)



James M. Dolliver Building  
801 Capitol Way South • PO Box 40234  
Olympia, WA 98504-0234  
Tel: 360.725.0377  
[www.sos.wa.gov/corps](http://www.sos.wa.gov/corps)

**Congratulations:**

You have completed the initial filing to create a new business entity. **The next step in opening your new business is to complete a Business License Application.** You may have completed this step already. The Business License Application can be completed online or downloaded at: <http://www.bls.dor.wa.gov>.

If you have any questions about the Business License Application, or would like a Business License Application package mailed to you, please call Business License Services at 1-800-451-7985.

LANGFELDT LAW PLLC  
2560 5TH AVE W  
SEATTLE, WA 98119

**IMPORTANT**

You have completed the initial filing to create a new entity. To keep your filing status active and avoid administrative dissolution, you must:

1. **File an Annual Report** and pay the annual license fee each year before the anniversary of the filing date for the entity. A notice to file your annual report will be sent to your registered agent. It is the corporation or LLC's responsibility to file the report even if no notice is received.
2. **Maintain a Registered Agent** and registered office in this state. You must notify the Corporations Division if there are any changes in your registered agent, agent's address, or registered office address. Failure to notify the Corporations Division of changes will result in misrouted mail, and possibly administrative dissolution.

If you have questions about report and registered agent requirements, please contact the Corporations Division at 360-725-0377 or visit our website at: <http://www.sos.wa.gov/corps>.

**BYLAWS  
OF  
SUMMIT PUBLIC SCHOOLS WASHINGTON**

(A Washington Nonprofit Corporation)

**ARTICLE I  
NAME**

Section 1. NAME. The name of this corporation is Summit Public Schools Washington (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 Member shall from time to time designate. The Member may change the location of the principal office. Any such change of location must be noted by the Secretary on these Bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Member 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**

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 power that do not further the purposes of the Corporation.

The Corporation shall not carry on 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, 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 Internal Revenue 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.

**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 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. 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 director or officer of the Corporation. On liquidation or dissolution, 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 and that has established its exempt status under Internal Revenue Code section 501(c)(3).

#### **ARTICLE VI MEMBERSHIP**

Section 1. SOLE MEMBER. Unless and until these Bylaws are amended to provide otherwise, Summit Public Schools, a California nonprofit public benefit corporation, shall be the sole Member of this Corporation (the "Member") as the term "member" is defined in RCW 24.03.065. The membership of the Member in the Corporation is not transferable.

Section 2. ASSOCIATES. Nothing in this Article VI shall be construed as limiting the right of the Corporation to refer to persons associated with it as "members" even though such persons are not members of the Corporation, and no such reference shall make anyone a member within the meaning of RCW 24.03.065, including honorary or donor members. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote. The Corporation may confer by amendment of its Articles of Incorporation or these Bylaws some or all of the rights of a member, as set forth in the Washington Nonprofit Corporation Act, upon any person who does not have the right to vote for the election of directors, on a disposition of substantially all of the Corporation's assets, on the merger or dissolution of it, or on changes to its Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of RCW 24.03.065. The Board may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the Corporation.

Section 3. RIGHTS OF MEMBER. The Member (as defined in RCW 24.03.065) shall have the right, as set forth in these Bylaws, to elect or appoint members of the Board of Directors, to remove members of the Board of Directors, to vote on the disposition of all or substantially all of

the Corporation's assets, to vote on any merger and its principal terms and any amendment of those terms, and to vote on any election to dissolve the Corporation, and as otherwise required under the Washington Nonprofit Corporation Act and/or set forth in these Bylaws.

## 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 of the Articles of Incorporation or 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 of Directors ("Board"). The Board may delegate the management of the Corporation's activities to any person(s), 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 Section 1 of these Bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the Articles of Incorporation, 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 corporate 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 Twenty five Thousand Dollars (\$25,000).
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than three (3) and no more than nine (9), unless changed by amendments to these Bylaws. All directors shall be designated by the Member. The Board of Directors shall consist of at least three (3) directors unless changed by amendment to these Bylaws.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these Bylaws for three (3) year(s) and until a successor director has been designated and qualified. The terms of the Directors shall be staggered to ensure that no more than one-third (1/3) of the directors have less than one year of experience on the Board, with the exception of the initial WA Board.

Section 4. DIRECTORS' TERM. Each director shall hold office for three (3) years and until a successor director has been designated and qualified.



Section 5. RESTRICTION ON BOARD AUTHORITY. The Board shall not, without the prior written approval of the Member, authorize or direct any officer of the Corporation to perform or commit any of the following acts:

- a. Borrow money in the name of the Corporation for corporate purposes in excess of Twenty Five Thousand Dollars (\$25,000) or utilize property (real or personal) owned by the Corporation as security for loans in excess of Twenty Five Thousand Dollars (\$25,000);
- b. Assign, transfer, pledge, compromise or release any of the claims of or debts to the Corporation in excess of Twenty Five Thousand Dollars (\$25,000) except on payment in full, or arbitrate or consent to the arbitration of any dispute or controversy of the Corporation in excess of Twenty Five Thousand Dollars (\$25,000);
- c. Make, execute or deliver any assignment for the benefit of creditors, or any bond, confession of judgment, chattel mortgage, security agreement, deed, guaranty, indemnity bond, surety bond, or contract to sell or bill of sale of the property of the Corporation in excess of Twenty Five Thousand Dollars (\$25,000);
- d. Acquire, purchase, develop, improve, sell, lease or mortgage any corporate real estate or any interest therein or enter into any contract for any such purposes in excess of Twenty Five Thousand Dollars (\$25,000);
- e. Make any loan or investment of any assets of the Corporation, or enter into any contract or incur any liabilities on behalf of the Corporation other than for fair consideration or in the ordinary course of business relating to its normal daily operation;
- f. Approve the sale, lease, conveyance, exchange, transfer, or other disposition of all or substantially all of the assets of the Corporation;
- g. Approve the principal terms of a merger of the Corporation with another organization;
- h. Approve the filing of a petition for the involuntary dissolution of the Corporation if statutory grounds for such a dissolution exist;
- i. Approve the voluntary dissolution of the Corporation or the revocation of such an election to dissolve it;
- j. Approve, repeal or amend the Bylaws; or
- k. Appoint or remove any member of the Board of Directors.

Section 6. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any



director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office 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; (c) the increase of the authorized number of directors; or (d) the failure of the Member, at any meeting of the Member at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

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 Chief Regional Officer, or 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 Member 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 the Corporation would be left without a duly elected Director in charge of its affairs.

Section 9. REMOVAL OF DIRECTORS. A Director may only be removed by the Member. The Member may remove a Director with or without cause.

Section 10. VACANCIES FILLED BY MEMBER. Vacancies on the Board of Directors shall be filled by the Member.

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 shall be held at the principal office of the Corporation. The Board of Directors may designate that a meeting be held at any place within Washington that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Open Public Meetings Act RCW 42.30.

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. 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 at any meeting required to be open to the public vote by secret ballot. Any vote taken in violation of this section shall be null and void.

Section 14. ANNUAL MEETINGS. The Board of Directors shall meet annually for the purpose of organization and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors. Prior notice of all meetings shall be provided to the Member.

Section 15. REGULAR MEETINGS. Regular meetings of the Board shall be held on such dates and at such times as shall be determined by resolution of the Board on or before January of each year for publication in the Washington state register. If at any time any regular meeting falls on a holiday, such regular meeting shall be held on the next business day. The publication in the Washington state register shall specify the time and location for the regular meeting and shall also 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 one, and at the site of each charter school operated by the Corporation. The publication 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 publication 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, that is within the authority of the Board. 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 publication.

Section 16. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the President of Directors, if there is such an officer, or a majority of the Board of Directors. If a President has not been elected then the Chief Regional Officer 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 of the Board 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



(2) Notice of a special meeting called under 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 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 (a) and (b) of this section shall specify the time and place of the special meeting and the business to be transacted. Final disposition shall not be taken on any other matter at such meetings by the Board.

(4) The notices provided in this section 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 defined 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 42.30.070 shall be suspended during such emergency.

Section 18. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Section 19. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the in the Open Public Meetings Act are complied with.

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 majority vote of 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. Nothing in this section shall prohibit the Board from establishing a procedure for readmitting an individual or individuals not responsible for disturbing the orderly conduct of the meeting.

Section 21. ADJOURNMENT. The Board of the Corporation 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 of the Board 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 section 16 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 in this section, 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 may receive such compensation, if any, for their services as directors or officers, and such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

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 of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, 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 Member or Board of Directors;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal Bylaws or adopt new Bylaws;



- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. 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 of Directors shall be governed by, held, and taken under the provisions of these Bylaws concerning meetings, other Board of Directors' 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 of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these Bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this Corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Corporation and the Board of Directors 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 Regional Officer, a President, a Secretary, and a Chief Financial Officer. The Corporation, at the Board's direction, may also have a President, one or more Vice-Presidents, 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 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 neither the Secretary nor the Chief Financial Officer may serve concurrently as the Chief Regional Officer or the President.

Section 3. ELECTION OF OFFICERS. The officers of this Corporation, except the Chief Regional Officer, shall be chosen annually by the Board of Directors 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 of Directors may appoint and authorize the President, the Chief Regional Officer, or another officer to appoint 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 the 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 of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors 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 need not be filled on an annual basis.

Section 8. PRESIDENT. The President shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. CHIEF REGIONAL OFFICER. The Chief Regional Officer shall be selected by the Member. Subject to such supervisory powers as the Board of Directors may give to the President, if any, and subject to the control of the Board, and subject to Chief Regional Officer's contract of employment, the Chief Regional Officer shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The Chief Regional Officer shall have such other powers and duties as the Board of Directors or the 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 of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. 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, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal Washington office, a copy of the Articles of Incorporation and Bylaws, as amended to date.



The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors 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 other duties as the Board of Directors or the Bylaws may require.

Section 11. CHIEF FINANCIAL OFFICER. The Chief Financial Officer 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 Chief Financial Officer 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 Chief Financial Officer 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 of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the President, Chief Regional Officer, and the Board, when requested, an account of all transactions as Chief Financial Officer 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 Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors 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 Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

#### **ARTICLE IX CONTRACTS WITH DIRECTORS**

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director 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 are directors and have a material financial interest).

#### **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 (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Policy 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 its 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 Section 4 of this Article XII, 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.

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.08.310 ct; 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 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 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 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 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 or Advanced Expenses pursuant to Section 3 of Article XII must first submit to the Board a sworn statement requesting indemnification or Advanced Expenses, as the case may be, and reasonable evidence of all such amounts requested by such Indemnified Person (such statement, a "Claim"). If (a) a Claim pursuant to Section 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 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 XII 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.

**Section 5. PROCEDURES EXCLUSIVE.** Pursuant to RCW 24.03.043 of the Washington Nonprofit Corporation Act in reference to RCW 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 VII are in lieu of the procedures required by RCW 23B.08.550 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 (a) any statute, (b) provision of these Articles of Incorporation, (c) the Bylaws of the corporation, (d) by general or specific action of the Board of Directors, (e) by contract or (f) otherwise.

## **ARTICLE XIII INSURANCE**

**Section 1. INSURANCE.** This Corporation shall have the right to purchase and maintain insurance to 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 committees of the Board, which shall also be promptly provided to the Member; 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. The Member and every 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 Washington and federal law. The inspection may be made in person or by the Member or 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 Washington or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the Corporation, the Member and any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the Member interest as a Member or director's interest as a director. Any such inspection and copying may be made in person or by the Member or 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 Washington 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 business office in Washington, the Secretary shall, on the written request of any director, furnish to that director a copy of the Articles of Incorporation and Bylaws, as amended to the current date.

**ARTICLE XVI  
REQUIRED REPORTS**

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to the Member and itself (the members of the Board of Directors) within 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, or 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 certificate of 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 to the Member and all directors, or as a separate document if no annual report is issued, the Corporation shall, within 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" 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 either:
  - (1) Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
  - (2) Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The 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 I. BYLAW AMENDMENTS. The Member 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 of Incorporation, or any laws.

Section 2. BYLAWS EFFECTIVE. These Bylaws shall not be effective until approved by the Member.

**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 months ending 12/31.

Section 2. RULES OF PROCEDURE. The rules of procedure at meetings of the Board and committees of the Board shall be rules contained in Roberts' Rules of Order on Parliamentary Procedure, Newly Revised, so far as applicable and when not inconsistent with these Bylaws, the Articles of Incorporation or 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.

**CERTIFICATE OF SECRETARY**

I certify that I am the duly elected and acting Secretary of Summit Public Schools Washington, a Washington nonprofit corporation; that these Bylaws, consisting of 19 pages, are the Bylaws of this corporation as adopted by the Board of Directors on April 15, 2014; and that these Bylaws have not been amended or modified since that date.

Executed on April 15, 2014 at Seattle, Washington.

  
\_\_\_\_\_  
Gordon E. King, Secretary

### Attachment 3: Board Roster and Disclosures

Board Roster						
Board Position	Full Name	Address	Phone	Email	Term Start	Term End
Chair	Michael Orbino	PO Box 3922 Bellevue WA 98009	(425) 269- 3445	<a href="mailto:michaelorbino@johnlscott.com">michaelorbino@johnlscott.com</a>	January 2014	January 2017
Member	Mike Galgon	1501 1 <sup>st</sup> Ave South, Suite 600, Seattle WA 98134	(206) 456- 5427	<a href="mailto:Mike.galgon@live.com">Mike.galgon@live.com</a>	January 2014	January 2017
Member	Kathi Littmann	950 Pacific Ave Suite 1100, Tacoma WA 98402	(253) 383- 5622	<a href="mailto:kathilittmann@yahoo.com">kathilittmann@yahoo.com</a>	June 2016	June 2019

**Public Charter School  
Board Member Disclosure Form**

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

**Background**

1. Full legal name:

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

Yes, I affirm.

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

a. a misdemeanor related to honesty or trustworthiness, or

b. a felony.

Does not apply to me.

Yes

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

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

Does not apply to me.

Yes

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**Board Member Disclosure Form (continued)**

**Conflicts**

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

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

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

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

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

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

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

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

**Disclosures for Schools Contracting with an Educational Service Provider**

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

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



**Board Member Disclosure Form (continued)**

**Conflicts for Schools Contracting with an Educational Service Provider**

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

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

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

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

**Other**

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

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

---

Signature

Date

### Attachment 4: Educational Program Terms and Design Elements

<b>School Name:</b>	Summit Public School: Atlas
<b>Mission:</b>	To prepare a heterogeneous student population for success in a four-year college, and to be thoughtful, contributing members of society.
<b>Vision:</b>	To provide a personalized learning experience that affords each and every student of South Seattle the opportunity to achieve their academic goals regardless of their previous preparation and background.
<b>Objectives:</b>	Summit Public School and SPS-WA will monitor Summit Atlas’s progress towards key academic, operational, financial, and governance objectives, including: achieving academic success; parent, student, and faculty satisfaction; enrollment; ensuring that the leadership is in place to execute on the mission; meeting compliance requirements; ensuring that the school is legally strong; effective and responsive governance; effective use of funds; and ensuring that funds are budgeted, accounted for, expended, and maintained appropriately.
<b>Goals:</b>	Every Summit student is prepared for success in a four-year college and to be thoughtful, contributing members of society.
<b>Education Program Term #1:</b>	Every Summit student has a dynamic Personalized Learning Plan and is able to access all of the learning tools and resources they need at any time.
<b>Education Program Term #2:</b>	Every Summit student has at least one adult mentor and coach, who individually supports them to set goals, make a plan to achieve those goals and develop in their Habits of Success. A mentor also serves as college counselor, coach, family liaison and advocate.
<b>Education Program Term #3:</b>	All Summit students engage in real-world experiences that allow them to apply their knowledge and explore their passions.
<b>Education Program Term #4:</b>	All Summit students are provided a college prep curriculum that meets or exceeds four-year college entrance requirements.
<b>Education Program Term #5:</b>	All teachers are supported to be high-performing with over 30 days of professional development built into the school year.
<b>Geographic Area Served:</b>	South Seattle
<b>Location:</b>	To be determined
<b>Grades Served 2017-2018:</b>	Grades 6 and 9
<b>Grades Served at Capacity:</b>	Grades 6 through 12
<b>Projected Enrollment 2017-2018:</b>	210 students
<b>Projected Enrollment at Capacity:</b>	712 students
<b>Virtual Program or Online Provider:</b>	No
<b>Educational Service Provider:</b>	N/A

## **Attachment 5: Conflict of Interest Policy**

### **CONFLICTS OF INTEREST POLICY**

#### **SUMMIT PUBLIC SCHOOLS WASHINGTON**

##### **Article I Purpose**

The purpose of the conflict of interest policy is to protect Summit Public Schools Washington's ("SPS-WA") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of SPS-WA 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:

- a.** An ownership or investment interest in any entity with which SPS-WA has a transaction or arrangement,
- b.** A compensation arrangement with SPS-WA or with any entity or individual with which SPS-WA has a transaction or arrangement, or
- c.** A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which SPS-WA is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

##### **Article III**

## **Procedures**

### **1. Duty to Disclose**

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

### **2. Determining Whether a Conflict of Interest Exists**

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

### **3. Procedures for Addressing the Conflict of Interest**

- a.** An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b.** The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c.** After exercising due diligence, the governing board or committee shall determine whether SPS-WA 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 SPS-WA'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**

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

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

## **Article V Compensation**

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

## **Article VI Annual Statements**

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands that SPS-WA is non-profit 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**

To ensure that SPS-WA 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 SPS-WA's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

### **Article VIII Use of Outside Experts**

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

## **Attachment 6: Education Service Provider (ESP) Contract Guidelines**

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



11. ESP agreements shall contain a provision that if the ESP procures equipment, materials and supplies at the request of or on behalf of the Contract school, the ESP shall not include any added fees or charges with the cost of equipment, materials and supplies purchased from third parties.

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

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

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

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

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

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## **Attachment 7: Physical Plant**

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

Physical Plan Description

Site Plans

Floor Plans

Lease Agreement

Certificate of Use and Occupancy

## Charter School

### Physical Plan Description

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

Address: TBD

Description:

Configuration of Grade Levels:

Term of Use: Term of Contract

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

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the Site requires an amendment to this Attachment pursuant to the Terms and Conditions of the Contract set forth above.

## Attachment 8: Statement of Assurances

### STATEMENT OF ASSURANCES

This Statement of Assurances must be signed by a duly authorized representative of the charter school.

As the duly authorized representative of the charter public school (the school), I hereby certify under the penalty of perjury that all information and statements submitted for or on behalf of: Summit Public Schools: Atlas are accurate and true to the best of my knowledge and belief; and further, I certify and assure that:

1. The School shall have a fully independent governing board that will exercise autonomy in all matters, to the extent authorized by chapter 28A.710 RCW, in such areas as budget, personnel and educational programs;
2. The School is either a public benefit nonprofit corporation as defined in RCW 24.03.490, or a nonprofit corporation as defined in RCW 24.03.005 that has applied for tax exempt status under section 501(c)(3) of the internal revenue code of 1986 (26 U.S.C. Sec. 501(c)(3)), shall not be a sectarian or religious organization, shall meet all of the requirements for a public benefit nonprofit corporation before receiving any funding under RCW 28A.710.220, shall be governed by an independent governing board, and shall be operated according to the terms of a charter contract executed with the Washington State Charter School Commission;
3. The School shall function as a local education agency under applicable federal laws and regulations, shall be responsible for meeting, and shall meet the requirements of local education agencies and public schools under those federal laws and regulations, including but not limited to:
  - a. Compliance with the individuals with disabilities education improvement act (IDEA, 20 U.S.C. Sec. 1401 et seq.);
  - b. Compliance with the federal educational rights and privacy act (FERPA, 20 U.S.C. Sec. 1232g);
  - c. Compliance with the elementary and secondary education act (ESEA, 20 U.S.C. Sec. 6301 et seq.);
  - d. Compliance with requirements that ensure a student's records, and, if applicable, a student's individualized education program, will follow the student, in accordance with applicable federal and state law;
  - e. Compliance with the Every Child Succeeds Act and the No Child Left Behind Act, to the extent that NCLS provisions remain active, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option and assessments;
  - f. Compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681);
  - g. Compliance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); and

h. Compliance with Title II of the Americans With Disabilities Act of 1990 (42 U.S.C. § 12101).

i. McKinney-Vento homeless assistance act of 1987 (42 U.S.C. Sec. 11431 et seq.

4. The School shall hire, manage, and discharge any charter school employee in accordance with the terms of Chapter 28A.710 RCW and the school's charter contract;

5. The School shall receive and disburse funds solely in accordance with the purposes of the charter school;

6. To the extent it enters into contracts with any school district, educational service district, or other public or private entity for the provision of real property, equipment, goods, supplies, and services, including educational instructional services and including for the management and operation of the charter school, the School shall do so to the same extent as other non-charter public schools, as long as the School's board maintains oversight authority over the charter school;

7. The School shall not enter into any contracts for management operation of the charter school except with nonprofit organizations;

8. To the extent it enters into contracts with other entities regarding real property, the School shall include provisions regarding the disposition of the property if the charter school fails to open as planned or closes, or if the charter contract is revoked or not renewed;

9. To the extent it issues secured and unsecured debt, including pledging, assigning, or encumbering its assets to be used as collateral for loans or extensions of credit to manage cash flow, improve operations, or finance the acquisition of real property or equipment, the School shall not pledge, assign, or encumber any public funds received or to be received pursuant to RCW 28A.710.220;

10. The School shall ensure that no debt incurred by the School is a general, special, or moral obligation of the state or any other political subdivision or agency of the state;

11. The School shall not pledge either the full faith and credit or the taxing power of the state or any political subdivision or agency of the state for the payment of the debt;

12. To the extent it solicits, accepts, and administers for the benefit of the charter school and its students, gifts, grants, and donations from individuals or public or private entities, the School shall not solicit, accept, and administer any such gifts, grants or donations from sectarian or religious organizations and shall not accept any gifts or donations the conditions of which violate Chapter 28A.710 RCW or any other state laws;

13. The School shall issue diplomas to students who meet state high school graduation requirements established under RCW 28A.230.090 even though the charter school board may establish additional graduation requirements;

14. The School shall not levy taxes or issue tax-backed bonds and shall not acquire or attempt to acquire property by eminent domain;

15. The School shall operate according to the terms of its charter contract and the provisions of Chapter 28A.710 RCW;
16. The School shall comply with local, state, and federal health, safety, parents' rights, civil rights, and nondiscrimination laws applicable to school districts and to the same extent as school districts, including but not limited to chapter 28A.642 RCW (discrimination prohibition), chapter 28A.640 RCW (sexual equality), RCW 28A.605.030 (student education records, RCW 28A.320.125 (safe school plans), and chapter 28A.210 RCW (health and screening requirements);
17. The School shall provide basic education, as provided in RCW 28A.150.210, including instruction in the essential academic learning requirements and shall participate in the statewide student assessment system as developed under RCW 28A.655.070 and in accordance with the requirements of chapter 28A.710 RCW;
18. The School shall employ certificated instructional staff as required in RCW 28A.410.025, provided that the Schools may hire noncertificated instructional staff of unusual competence and in exceptional cases as specified in RCW 28A.150.203 (7);
19. The School shall comply with the employee record check requirements in RCW 28A.400.303;
20. The School shall adhere to generally accepted accounting principles and be subject to financial examinations and audits as determined by the state auditor, including annual audits for legal and fiscal compliance;
21. The School shall comply with the annual performance report under RCW 28A.655.110;
22. The School shall be subject to the performance improvement goals adopted by the state board of education under RCW 28A.305.130;
23. The School shall comply with the open public meetings act in chapter 42.30 RCW and public records requirements in chapter 42.56 RCW;
24. The School shall be subject to and comply with all legislation governing the operation and management of charter schools;
25. The School shall comply with all state statutes and rules made applicable to the charter school in the school's charter contract;
26. The School shall not engage in any sectarian practices in its education program, admissions or employment policies, or operations;
27. The School shall be subject to the supervision of the superintendent of public instruction and the state board of education, including accountability measures, to the same extent as other public schools, except as otherwise expressly provided by law;



28. The School shall not limit admission on any basis other than age group, grade level, or capacity and must enroll all students who apply within these bases and shall be open to any student regardless of his or her location of residence;
29. The School shall not charge tuition, but may charge fees for participation in optional extracurricular events and activities in the same manner and to the same extent as do other public schools;
30. If capacity is insufficient to enroll all students who apply to the charter school, the School must select students through a lottery to ensure fairness, however, the School must give an enrollment preference to siblings of already enrolled students;
31. The School's Board shall annually determine the capacity of the School in consultation with the Commission and with consideration of the School's ability to facilitate the academic success of its students, achieve the objectives specified in the charter contract, and assure that its student enrollment does not exceed the capacity of its facility;
32. The School shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to its facilities and property;
33. The School has disclosed any real, potential or perceived conflicts of interest that could impact the approval or operation of the School;
34. The School shall meet any reasonable preopening and/or reopening requirements or conditions imposed by the Commission, including but not limited to requirements or conditions to monitor the start-up progress of the School and to ensure that the School is prepared to open smoothly on the date agreed, and to ensure that the School meets all building, health, safety, insurance, and other legal requirements for school opening;
35. The School shall comply with, and fully participate in, any activity by the Commission that the Commission deems necessary for it to monitor, engage in oversight, and/or engage in corrective action pursuant to RCW 28A.710.180;
36. The School shall comply with any corrective actions or sanctions imposed upon it by the Commission pursuant to Chapter 28A.710 RCW;
37. The School shall comply with all renewal and nonrenewal actions required of it by the Commission or by law, including but not limited to the requirements imposed by RCW 28A.710.190 and .200;
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;

Updated: May 25, 2016

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.

Summit Atlas  
NAME OF SCHOOL

[Signature]  
SIGNATURE OF DULY AUTHORIZED REPRESENTATIVE

5/31/2016  
DATE

Michael Orbin  
NAME OF DULY AUTHORIZED REPRESENTATIVE

## **Attachment 9: Identification of Documentation Required for Annual Performance Report**

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

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

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

### **Performance Review and Ongoing Oversight**

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

## Attachment 10: Enrollment Policy

### Attachment 10

#### Enrollment Policy

##### **SUMMIT ATLAS: STUDENT ADMISSIONS POLICIES AND PROCEDURES**

The Board of Directors, with the advice of the leadership of the Summit Atlas, shall determine all policies, processes, and procedures governing application, admission, and enrollment at Summit Atlas. All students attending Summit Atlas must follow the application, admission, and enrollment policies of Summit Atlas.

The application packet for admission to Summit Atlas shall include information that allows students and parents to be informed about Summit Atlas' 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 Summit Atlas.

The Board shall have the sole authority to determine the size and grade-level breakdown of the student body at Summit Atlas. The determination of school capacity shall be based on, among other things, consideration of Summit Atlas' 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 the facility.

##### ***Admission Criteria***

Summit Atlas shall be open to all students at the appropriate age groups and grade levels who wish to attend. Summit Atlas 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 Summit Atlas, admission to Summit Atlas, 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 Summit Atlas must follow Summit Atlas' admission procedures with respect to completing applications, and enrollment forms and documents by the announced deadlines. The open application deadline, which will normally be in the winter for admission the following August, shall be coordinated with local public schools to give students and their parents opportunity to consider the full range of educational opportunities available to them. Late applications for admission shall result in loss of opportunity for admission and enrollment preferences as listed below, and may result in the 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 place on the admission priority list discussed below. Such students may be placed at the end of the waiting list.

There shall be no admission testing or other evaluation required of any applicant. Summit Atlas 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 the number of students who wish to attend Summit Atlas exceeds Summit Atlas' capacity, enrollment, except for existing students, shall be determined by a lottery for each grade level conducted in advance

of each academic semester. Preference in the lottery shall be provided only to siblings of currently enrolled students or graduates of Summit Atlas.

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, 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. Summit Atlas shall maintain a list of students interested in transferring to Summit Atlas. After the admission priority list has been exhausted, Summit Atlas 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 enrollment applications and on Summit Atlas' website. Public notice for the date and time of the lottery will also be posted once the application deadline has passed. Summit Atlas 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.

***Conditions of Enrollment***

Summit Atlas shall have the following requirements that must be met by each student and his or her family before enrollment is complete at Summit Atlas:

- 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 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.



## Attachment 11: Request for Proposals



# REQUEST FOR PROPOSALS FOR SCHOOLS OPENING IN THE 2016-2017 SCHOOL YEAR

Issue Date: February 13, 2015  
Due Date: May 15, 2015 5:00pm PDT

Updated: May 11, 2015

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## INTRODUCTION

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The Washington State Charter School Commission (Commission) was created in 2013, after the approval of Initiative 1240, to serve as a statewide charter school authorizer. The nine-member Commission is tasked with running a process to approve new charter schools, and effectively monitoring the schools it authorizes through ongoing oversight. Per the Charter Schools Act, the Commission has established its strategic vision for authorizing to guide its work:

### **Mission**

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

### **Values**

*Student-Centered  
Cultural and Community Responsiveness  
Excellence and Continuous Learning  
Accountability/Responsibility  
Transparency  
Innovation*

### **Vision**

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

The Charter Schools Act requires the Commission to annually issue a Request for Proposals (RFP) to open new charter schools. Through the issuance of this RFP the Commission seeks proposals to open new high-quality charter schools that are aligned with its strategic vision throughout the state of Washington. To that end, the Commission has worked closely with a national third-party, the National Association of Charter School Authorizers (NACSA), to develop a rigorous, thorough, and transparent response and review process.

The Commission is committed to being culturally responsive. To that end, the Commission strongly encourages applicants to demonstrate how they will implement these concepts throughout their proposal:



**Cultural Inclusion**

Inclusion is widely thought of as a practice of ensuring that people in organizations feel they belong, are engaged and are connected through their work to the goals and objectives of the organization. Miller and Katz (2002) present a common definition: "Inclusion is a sense of belonging; feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so that you can do your best work." iii Inclusion is a shift in organization culture. The process of inclusion engages each individual and makes each feel valued and essential to the success of the organization. Individuals function at full capacity, feel more valued and are included in the organization’s mission. This culture shift creates higher-performing organizations where motivation and morale soar.<sup>1</sup>

**Cultural Responsive Education Systems**

Culturally responsive educational systems are grounded in the beliefs that all culturally and linguistically diverse students can excel in academic endeavors when their culture, language, heritage, and experiences are valued and used to facilitate their learning and development, and they are provided access to high quality teachers, programs, and resources.<sup>2</sup>

**Cultural Competency**

Cultural competence provides a set of skills that professionals need in order to improve practice to serve all students and communicate effectively with their families. These skills enable the educator to build on the cultural and language qualities that young people bring to the classroom rather than viewing those qualities as deficits.

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

Developing skills in cultural competence is like learning a language, a sport or an instrument.

The learner must learn, relearn, continuously practice, and develop in an environment of constant change. Cultures and individuals are dynamic – they constantly adapt and evolve.

Cultural competence is:

- Knowing the community where the school is located
- Understanding all people have a unique world view

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<sup>1</sup>Puget Sound Educational Service District. (2014). *Racial Equity Policy*. (p. 7) Seattle, WA: Blanford, S.  
<sup>2</sup>Leadscape, National Institute for Urban School Improvement. (2010) *Culturally Responsive Coaching for Inclusive Schools*. (p. 4) Tempe, AZ: Mulligan, E. M., Kozleski, E. M.

- Using curriculum and implementing an educational program that is respectful of and relevant to the cultures represented in its student body
- Being alert to the ways that culture affects who we are
- Places the focus of responsibility on the professional and the institution
- The examination of systems, structures, policies and practices for their impact on all students and families viewing those systems as deficits.<sup>3</sup>

### Eligibility

This RFP seeks proposals for schools that plan to open and serve students in the 2016-2017 school year. Applicants planning to open and serve students in the 2017-2018 school year should wait for the appropriate RFP. If, despite this guidance, an applicant for the 2017-2018 school year submits a proposal, it will be reviewed for the same readiness standards as the schools intending to open in the designated solicitation year (2016-2017). Applicants for the 2017-2018 school year must also provide good cause for delaying its opening for one year beyond the designated solicitation year. This delay, if granted by the Commission, will count as an extension of the school's one year planning delay under RCW 28A.710.160.

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

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

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

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<sup>3</sup> Center for Improvement of Student Learning, Office of Superintendent of Public Instruction.  
<http://www.k12.wa.us/CISL/EliminatingtheGaps/CulturalCompetence/default.aspx>



## ADMINISTRATIVE REQUIREMENTS

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### Reservation of Rights

The Commission reserves the right to reject any and all proposals for any reason, reissue the RFP, or cancel the RFP, as deemed appropriate by the Commission. Applicants are expected to review this RFP closely; revisions have been made to process and in content.

### Proper Communication

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

Colin Pippin-Timco, RFP Coordinator  
Washington State Charter School Commission  
PO Box 40996  
Olympia, WA 98504-0996

Telephone: 360.725.5511  
E-mail: [Colin.Pippin-Timco@charterschool.wa.gov](mailto:Colin.Pippin-Timco@charterschool.wa.gov)

### Applicant Questions and Complaints

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

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

Applicants are encouraged to review the requirements of this RFP carefully, and submit any comments and recommendations to the RFP Coordinator. Where requirements appear to prohibit or restrict an organization's participation, an explanation of the issue with suggested alternative language should be submitted in writing to the RFP Coordinator by the deadline for Applicant Questions and Comments in the *Timeline*.

Applicants are expected to raise any questions, exceptions, or requested additions they have concerning the RFP requirements early in the RFP process. Applicants may submit specific complaints to the RFP

Coordinator if the Applicant believes the RFP contains inadequate or improper criteria, or that the proposal evaluation process unnecessarily restricts competition, is flawed or unfair. The complaint must be made in writing to the RFP Coordinator before the due date set forth in the *Timeline*. The Complaint should clearly articulate the basis for the complaint and include a proposed remedy. Complaints already raised may not be raised again during the Protest Procedures described on pp. 10-11.

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

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

### **Delivery of Proposals**

The proposal, in its entirety, must be received by Commission no later than 5:00 p.m. PDT on May 15, 2015. All proposals must be submitted using the Charter Tools platform, with hard copies mailed to the RFP Coordinator. Submissions are time stamped when the submissions are uploaded to Charter Tools. No submissions will be accepted after the deadline.

**Applicants should allow sufficient time to ensure timely receipt of the proposal by the RFP Coordinator. Late submissions will not be accepted and will be automatically disqualified from further consideration.**

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

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

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

### **Proposal Contents**

The proposal must contain information responding to all requirements in the RFP. Applicant Certification and Assurances with Applicant's exceptions and/or proposed revisions to the Proposed Master Contract must be attached, if applicable. The proposal and all documents that require a signature must be signed, or have an electronic verification, by an authorized Applicant representative.

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

### **Proposal Format and Organization**

Proposals must be written in English and submitted using the Charter Tools platform.

Documents requiring signatures must be signed by a representative authorized to bind the Applicant to their proposal. Documents that require signatures should be properly signed, completed, and scanned into a separate file in .bmp, .jpg, .tiff or PDF format.

Responses/answers should be clearly linked to the RFP sections to which they pertain.

### **Cost of Proposal Preparation**

Applicants are solely responsible for the costs associated with preparing and presenting a proposal as well as any costs associated with participation in the proposal review process. The Commission will not reimburse Applicants for any costs associated with this RFP.

### **Proposal Property of the Commission**

All materials submitted in response to this RFP become the property of the Commission. The Commission has the right to utilize any of the ideas presented in any material offered. Selection or rejection of a proposal does not affect this right.

### **Proprietary or Confidential Information**

Any information in the proposal that the Applicant desires to claim as proprietary and exempt from disclosure under the provisions of RCW 42.56, or other state or federal law that provides for the nondisclosure of the Applicant's document, must be clearly designated. Each page containing the information claimed to be exempt from disclosure must be identified by the words "Proprietary Information" printed on the lower right hand corner of the page. **Marking the entire proposal as proprietary, confidential, or exempt from disclosure will not be honored.** Applicants must state clearly if the proposal contains any proprietary or confidential information, as well as reasons that this information may be considered proprietary.

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



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

### **Completeness Review**

All proposals will be reviewed for completeness before they are accepted and distributed to evaluation teams. If a proposal is found to be incomplete or incorrectly formatted, the Applicant will have 24 hours to satisfactorily remedy the identified issues and resubmit their proposal. Similarly, if it appears from the face of the proposal that the Applicant does not meet the eligibility requirements, the Applicant will be given 24 hours to satisfactorily remedy the identified issues and resubmit their proposal.

Failure to remedy any identified issue(s) within the allotted time will result in a finding of the Proposal as Incomplete and the proposal will be disqualified from further review; Applicants are welcome to reapply in future years.

### **Waiver of Minor Administrative Irregularities**

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

### **Errors in Proposal**

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

### **Misrepresentations on Proposal**

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

## Plagiarism

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

## Due Diligence

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

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

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

## Amendments and Revisions

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

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

### **No Obligation to Contract**

The Commission reserves the right to refrain from selecting or contracting with any and all Applicants.

### **Withdrawal of Proposal**

Applicants may withdraw a proposal that has been submitted at any time up to the proposal due date and time (identified on the *Timeline*). To accomplish proposal withdrawal, a written request signed by an authorized representative of the Applicant must be submitted to the RFP Coordinator.

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

### **Optional Applicant Debriefing Conference**

Applicants whose proposals are not approved by the Commission may request an optional debriefing conference to discuss the evaluation of their proposal within the date range specified in the *Timeline*. The request must be in writing (e-mail acceptable) and addressed to the RFP Coordinator.

The purpose of this debriefing is to discuss the factors considered in the evaluation of the proposal, and address questions and concerns about the Applicant's performance with regard to the RFP requirements. This conference will not include any discussion of or comparison to proposals from any other applicant.

### **Protest Procedures**

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

Protests must be received by the RFP Coordinator no later than 5:00 PM PDT on the fifth business day following the debriefing. Protests may be submitted by e-mail but must be followed in hard copy by the document with an original signature.

In the event a protest may affect the interest of another Applicant that also submitted a proposal, such Applicant will be given an opportunity to submit its views and any relevant information on the protest to the RFP Coordinator.

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



**administrative remedy available to Applicants. All protests must be in writing, addressed to the RFP Coordinator, and signed by the protesting party or an authorized Agent.**

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

**The final determination of the protest shall:**

1. Find the protest lacking in merit and uphold the Commission's action, denying the protest; or
2. Find only technical or harmless errors in the RFP and evaluation process and determine the Commission to be in substantial compliance, denying the protest; or
3. Find merit in the protest and provide the Commission options which may include:
  - a) Correcting the errors and reevaluating all proposals;
  - b) The reissue of the RFP and conducting a new process; and/or

- c) The making of other findings and the determination of other courses of action as appropriate.

### **Notification of Commission Decisions**

All Applicants will be notified by e-mail after a decision has been made. The date of notification will be the date the e-mail is sent.

### **Electronic Availability**

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

### **Revisions to the RFP**

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

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

### **Minority and Women-Owned Business Participation**

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

### **Terms and Provision of the Sample Contract**

Submission of a Proposal constitutes acceptance of the solicitation contents and the attached sample contract constitutes acceptance of all terms and requirements stated therein. The sample contract, which is incorporated by reference, is located on the Commission's website and on the Charter Tools portal.

## INSTRUCTIONS AND GUIDELINES

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

In order for a thorough and rigorous review to occur, all Applicants must respond to all questions and requests for information contained in this RFP. Failure to address all questions may result in the proposal being deemed incomplete.

Applicants are encouraged to reference the 2015 New School Application Rubric when preparing their proposals to ensure that the responses not only answer the items below, but also address all of the rubric criteria. For information on how approved schools will be evaluated once they have opened, Applicants should reference the Commission's performance framework (WAC 108-30), which is available on the website and incorporated by reference.

All Applicants must submit a Notice of Intent to Apply (NOI), prepared using the template provided by the Commission, no later than **5:00pm PDT on April 17, 2015** to the RFP Coordinator by email, postal service, or hand delivery.

Proposals must be submitted no later than **5:00pm PDT on May 15, 2015**. Commission rules governing the proposal and approval process (WAC 108-10 and 108-20) are incorporated by reference and available on the Commission's website. All Applicants must initially submit their proposals electronically. For the 2015 RFP, all electronic submissions must be uploaded to the online portal, hosted by Charter Tools at <http://apps.charter-tools.com/>, by the deadline.

Two in-person RFP Orientations designed to support prospective charter school applicants will be conducted on March 25, 2015 (Pasco) and March 31, 2015 (Seattle). The purpose of these full work-day orientations is to deepen understanding of:

1. The Commission's expectations as articulated in the RFP;
2. How proposals will be evaluated;



3. The purpose and format of Public Forums; and
4. Changes that have occurred to the RFP since last cycle.

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

A webinar for potential applicants and other interested parties will be conducted via webinar on March 17, 2015. All prospective applicants are strongly encouraged to attend this session.

## Components of the Proposal

### Narrative Proposal

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

### Attachments

Throughout the proposal, specific documents are requested in addition to narrative answers. Attachments may not contain additional narrative unless specified. A comprehensive list of the attachments is provided below.

### Capacity Interview

Applicants will have the opportunity to present their plan and demonstrate the team's capacity to open and maintain a high-quality charter school as well as to answer specific questions about their proposal.

### Commission Resolution Meeting

Applicant are invited to attend the Commission's August 13, 2015 meeting where they will be allowed to provide a short presentation regarding their proposal and then engage in a question and answer session with Commissioners.

## Electronic Submission Instructions

1. The Charter Tool platform, with template documents and instructions, will be available no later than February 20, 2015. The Applicant will populate text boxes as well as upload associated attachments of the proposal.
2. Populate each text box and upload each attachment to the Charter Tools platform at <http://apps.charter-tools.com/>. Be sure to upload the documents in the file format specified. An overview of how to use Charter Tools will be included in the orientation sessions.

3. Applicants may SUBMIT their proposals only after uploading all required documents. Charter Tools will not enable the SUBMIT command until all requirements are met.
4. Once the Charter Tools platform has accepted the SUBMIT command, the proposal will be both submitted and locked. The Applicant will not be able to make additional revisions.
5. **Charter Tools will automatically shut down access to all proposals at 5:00pm PDT on May 15, 2015.** Proposals not SUBMITTED, including proposals that are partially uploaded, will not be accepted.

Once the electronic submission is received and a completeness determination has been issued, all applicants proceeding in the evaluation process must submit **one original (1) and four (4) identical photocopies of the proposal AND one (1) redacted electronic copy (in PDF form) to the RFP Coordinator.** The redacted electronic document should omit personal telephone numbers, email addresses, home addresses, and signatures, as well as check images and receipts.

### Hard Copy Preparation Instructions

Applicants should print their proposal directly from Charter Tools. Charter tools will automatically organize and format the applicant's proposal.

1. All proposal documents should be printed on STANDARD, WHITE, LETTER SIZED PAPER, DOUBLE SIDED.
2. All proposal documents should be bound in a 3-ring binder.
3. Attachments should be offset with labeled tabs.
4. **Hard copies and the redacted electronic (PDF) copy should be submitted to:**

**Postal/Courier Service:**

Colin Pippin-Timco, RFP Coordinator  
Washington Charter School Commission  
PO Box 40996  
Olympia, WA 98504-0996

**Hand Delivered:**

Colin Pippin-Timco  
1068 Washington St  
Olympia, WA 98501

### Specifications

1. Applicants **MUST** submit proposals electronically through the Charter Tools platform and must use the following templates (available in associated sections of the Charter Tools platform):
  - a. Pending Authorization and School Opening Form Template – ALL APPLICANTS (MS Word Document)

- b. Staffing Chart Template-ALL APPLICANTS (MS Word Document);
  - c. Charter School Board Member Information Sheet Template-ALL APPLICANTS (MS Word Document);
  - d. Financial Plan Workbook-ALL APPLICANTS (MS Excel Document);
  - e. Portfolio Summary Template-EXISTING OPERATORS ONLY (MS Excel Document); and
  - f. Statement of Assurances- ALL APPLICANTS (MS Word Document).
2. All word limits must be followed. Proposals exceeding the stated word limits will be rejected.
  3. If a particular question does not apply to the Applicant team or proposal, respond "Not Applicable," AND state the rationale.
  4. All required attachments should be uploaded in the file format specified (PDF, unless otherwise indicated).
  5. Footnotes made within a section of the Charter Tools platform will be added into that section's word count. To avoid exceeding word limits, applicants should attach a section's footnotes as a separate document to the section to which they pertain. Please title the attachment: Section Number.Footnotes.
  6. The following is a table of attachments and their associated category and section to accompany the proposal. Note that not all attachments will be applicable to all Applicants. This list does not contain all required attachments. Attachments should be uploaded directly to their associated section. It is the responsibility of the applicant to ensure they submit all relevant attachments.

<b>Category 2: Executive Summary</b>	
Section 1: Executive Summary	Attachment 1: Pending Authorization and School Opening form Attachment 2: Written assurance that background check verification for each board member and school leader has been initiated and will be completed within the timetables set forth in the Sample Contract: Attachment 1, Pre-Opening Process and Conditions.
<b>Category 3: Educational Program Design and Capacity</b>	
Section 2: Program Overview	No Attachments
Section 3: Curriculum and Instructional Design	Attachment 3: Course scope and sequence Attachment 4: Curriculum development plan
Section 4: Student Performance Standards	Attachment 5: Exit standards for graduation
Section 5: High School Graduation Requirements (High Schools Only)	No Attachments



Section 6: School Calendar and Schedule	Attachment 6: School calendar and schedule (including sample daily schedule)
Section 7: School Culture	No Attachments
Section 8: Supplemental Programming	No Attachments
Section 9: Special Populations and At-Risk Students	No Attachments
Section 10: Student Recruitment and Enrollment	Attachment 7: Enrollment policy
Section 11: Student Discipline Policy and Plan	Attachment 8: Discipline policy
Section 12: Conversion Schools	Attachment 9: Conversion support petitions
Section 13: Family and Community Involvement	Attachment 10: Evidence of community support/engagement in the application process
Section 14: Educational Program Capacity	Attachment 11: School leader resume and/or job description, and plan for recruiting and hiring strong and compatible leader
	Attachment 12: Leadership team job descriptions and/or resumes
<b>Category 4: Operations Plan and Capacity</b>	
Section 15: Legal Status and Governing Documents	Attachment 13: Governance documents
Section 16: Organization Structure and Relationships	Attachment 14: Organizational charts
	Attachment 15: Copies of Proposed Contracts
Section 17: Governing Board	Attachment 16: Board member documents
	Attachment 17: Code of ethics and conflict of interest policy
Section 18: Advisory Bodies	No Attachments
Section 19: Grievance/Complaint Process	No Attachments
Section 20: District Partnerships	No Attachments
Section 21: Educational Service Providers (ESP) and Other Partnerships	Attachment 18: ESP contract term sheet
Section 22: Staff Structure	Attachment 19: Staffing chart
Section 23: Staffing Plans, Hiring, Management, and Evaluation	Attachment 20: Leadership evaluation tools
	Attachment 21: Teacher evaluation tools
Section 24: Professional Development	No Attachments
Section 25: Performance Framework	No Attachments
Section 26: Facilities	Attachment 22: Facility documents
Section 27: Start-up and Ongoing Operations	Attachment 23: Start-up plan
	Attachment 24: Insurance coverage
Section 28: Operations Capacity	No Attachments
<b>Category 5: Financial Plan and Capacity</b>	
Section 29: Financial Plan	Attachment 25: Financial plan workbook
	Attachment 26: Budget narrative

Section 30: Financial Management Capacity	Attachment 27: Recent internal financial statements Attachment 28: Independent financial audit reports, management letters, and recent internal financial statements
<b>Category 6: Existing Operators</b>	
Section 31: Existing Operators	Attachment 29: Portfolio summary

6. When submitting resumes and biographies, label each document with the individual's affiliation with the proposed school (board member, principal, teacher, etc.);
7. Review all elements of the proposal for completeness before submitting;
8. Late or incorrectly formatted proposals will not be accepted.

### Timeline\*

The article below represents the timeline for the 2015 RFP process. The deadlines and due dates are mandatory and nonnegotiable. Failure to meet the RFP submission deadline will result in disqualification from participation. All times are Pacific Daylight Time (PDT). The Commission reserves the right to revise the timeline; in the event of a change, it will be posted on the Commission's website at <http://charterschool.wa.gov/applying/application-updates/> and all Applicants will receive email notification.

Date	Activity
February 13, 2015	RFP Release
February 20, 2015	Online Proposal platform launch. Proposals will only be accepted via upload to the Charter Tools online Proposal submission platform: <a href="http://apps.charter-tools.com/">http://apps.charter-tools.com/</a>
February 27, 2015	Applicant questions and comments deadline
March 13, 2015	Commission's written answers to questions issued
March 17, 2015	Webinar session: This session will provide interested groups with information about the RFP content and process, including a demonstration of the online Proposal portal. Applicants will have the opportunity to ask questions during this orientation.
March 25 (Pasco) & 31 (Seattle), 2015	RFP Orientation: An orientation designed to support prospective charter school applicants. The purpose of this full work-day orientation is to deepen understanding of: 1) The Commission's expectations as articulated in the RFP; 2) How applications will be evaluated; 3) The purpose and format of Public Forums; and 4) Changes that have occurred to the RFP since last cycle.
April 17, 2015 5:00 p.m. PDT	Notice of intent to Apply (NOI) due
April 20, 2015	Applicant complaints deadline
April 24, 2015	Commission's written response to Complaints issued
May 15, 2015 5:00 p.m. PDT	Proposal deadline
May 20, 2015	Completeness findings distributed
May 21, 2015 5:00 p.m. PDT	Deadline for corrections, only accepted via upload to <a href="http://apps.charter-tools.com/">http://apps.charter-tools.com/</a>
May 26, 2015	Final completeness determinations distributed
June 8, 2015 5:00 p.m. PDT	Deadline for eligible Applicants to deliver hard copies of Proposals

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

June 29-30 & July 1, 2015	Capacity Interviews. Interviews will ONLY be held on this day; applicants are requested to keep the date entirely open in their calendars. Applicants will be notified of their assigned interview time as soon as possible. Due to significant logistical challenges, it is unlikely that any changes to assigned interview times will be possible.
July 20-31, 2015	Public Forums
July 31, 2015	Evaluation Team Recommendation Reports Released
July 31, 2015 5:00 p.m. PDT	Deadline for public comments regarding eligible Applicants
August 13, 2015	Commission Resolution Meeting: Commission will pass resolutions approving or denying charter school applications. Applicants are invited to attend the Resolution Meeting where they will be allowed to provide a short presentation regarding their application and then engage in a question and answer session with Commissioners.
August 17, 2015	Applicant request for optional debriefing due
August 17-28, 2015	Optional Applicant debriefings
Within five business days of debriefing	Deadline for filing Protest
October 15, 2015	Commission meeting for Contract approval/denial
November 11, 2015	Deadline for final contracts to be signed

## CATEGORY 1: GENERAL INFORMATION (GATHERED IN CHARTER TOOLS)

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### Section A: School Information

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

### Section B: Primary Contact Person

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

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

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### Section C: Attendance Projections

Complete the HTML table provided in Charter Tools. This table is derived from the Applicant's School Information in Section A regarding grades served. The number of students must include the minimum and maximum planned enrollment per grade per year. For particular years in which a grade is not being served due to the Applicant's build out plan, please insert "0" (zero) for that grade's enrollment.

### Section D: Board Members

1. Name;
2. Title (See Selections in Charter Tools dropdown. Applicants desiring further position titles to be listed in the Board Members (Section D) dropdown should utilize the UserVoice support option within Charter Tools (orange question mark at the bottom left of the online application portal screen) to submit their requests by **Friday, March 20, 2015**. The Commission will make every effort to accommodate these requests or offer commensurate titles within reason)
3. Contact (Phone & Email Address);
4. Mailing Address; and
5. Current Employer.

### Section E: Start-Up Team

1. Name;
2. Title (See Selections in Charter Tools dropdown. Applicants desiring further position titles to be listed in the Start-Up Team (Section E) dropdown should utilize the UserVoice support option within Charter Tools (orange question mark at the bottom left of the online application portal screen) to submit their requests by **Friday, March 20, 2015**. The Commission will make every effort to accommodate these requests or offer commensurate titles within reason);
3. Contact (Phone & Email Address);
4. Mailing Address; and
5. Current Employer.

## CATEGORY 2: EXECUTIVE SUMMARY

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### Section 1: Executive Summary (1500 Words)

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

1. The proposed plan for the school;
  2. The geographic and population considerations of the school environment;
  3. The challenges particular to those considerations; and
  4. The Applicant team's capacity to successfully open and operate a high quality school given the above considerations.
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1. **Mission, Vision, Objectives, and Goals.** State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve long term. The mission and vision statement provide the foundation for the entire proposal. The objectives are operations and governance focused; they are the conditions that must exist in order for the school's goals to be realized. The mission and vision statements, taken together, should:
    - a) Identify the students and community to be served;
    - b) Articulate the objectives and goals for the school;
    - c) Illustrate what success will look like; and
    - d) Align with the purposes of the Washington charter school law (RCW 28A.710) and the Commission's stated priorities for new schools (WAC 108).
  2. **Educational Need and Anticipated Student Populations.** Describe the anticipated student population, students' anticipated educational needs, and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and student body. Identify any enrollment priorities the school intends to employ, consistent with applicable restrictions on enrollment eligibility and selection.
  3. **Education Plan/School Design.** Provide an overview of the education program of the proposed school, including major instructional methods and assessment strategies and non-negotiables of the school model. Describe the research-based and other evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population. Summarize what the proposed school would do more effectively than the schools

that are now serving the targeted population and how the school would achieve its goals. Provide as **Attachment 1** a completed Pending Authorization and School Opening form.

4. **Community Engagement.** Describe the relationships that the Applicant team has already and intends to establish to generate community engagement in and support for the proposed school, and specifically how the Applicant team has assessed demand and/or solicited support for the school. Briefly describe these activities and summarize their results.
5. **Leadership and Governance.** Pursuant to RCW 28A.400.303, provide as **Attachment 2** the appropriate written assurance that background check verification for each board member and school leader has been initiated and will be completed within the timetables set forth in the Sample Contract: Attachment 1, Pre-Opening Process and Conditions.
6. **Request of Additional Planning Year.** If the applicant is planning to open their school in the fall of 2017, please provide a rationale for this request. An applicant must describe the circumstances surrounding the proposed delay in opening the school.
7. **Grades Served and Growth Plan:** Describe the rationale for the number of students and grade levels served in year one of the attendance projection and the basis for the growth plan in the attendance projection (Section C of Category 1: General Information of the online application portal).

## CATEGORY 3: EDUCATIONAL PROGRAM DESIGN AND CAPACITY

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### Section 2: Program Overview (1100 Words)

Provide the Education Program Terms including the essential design elements of the school model. Briefly describe the research-based and/or other evidence that promises success for this program with the anticipated student population. Highlight the instructional methods, assessment strategies and culturally responsive aspects of the program.

The Education Program Terms identify the characteristics the essential components of the educational program that you consider critical to the school's success *and* for which you are prepared to be held accountable to the Commission and the public. The Commission's oversight and evaluation of your school's educational program will focus on successful implementation of the program's design elements and education program terms. **You should identify no fewer than three and no more than five Essential Terms.**

The Education Program Terms should be *minimum* expectations. You need not – and should not – include all of the things that you want the school to be. Rather, you should include a set of minimum programmatic components that will enable the Commission to validate your program objectively and to communicate about it accurately to the public. The Commission will use the Education Program Terms to validate that the program you are offering is fundamentally consistent with what you advertise the school to be.

The Education Program Terms will become an attachment to the charter contract. It will not replace the Commission's ultimate focus on performance standards set out in the Academic Performance Framework. The Commission's judgments about how successful the program is will continue to focus on achievement of the outcomes set forth in the academic framework.

The Education Program Terms must be measurable. They will be the elements of the educational program for which the Commission will hold you accountable and should be verifiable by someone who is experienced in public education but not necessarily expert in the particular program that you are offering.

Articulate the terms in a way that indicates the objective evidence that can be used to determine whether you have met the expectation. Avoid general statements about the school culture or learning

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environment. Instead **focus on specific, measurable components** that will establish that culture or learning environment.

**Note:** The Education Program Terms are different from *school-specific measures* that you may develop as a part of your Academic Performance Framework because they focus on *process* rather than student *outcomes*. In other words, the school-specific academic performance measures focus on what students will *achieve*. By contrast, the Education Program Terms should capture the essentials of what students will *experience*. See the Commission Website for examples of Education program Terms.

### Section 3: Curriculum and Instructional Design (2700 Words)

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

1. Describe the basic learning environment (e.g., classroom-based, independent study), and essential design elements, including class size and structure. Demonstrate alignment to the school's mission and vision.
2. Give an overview of the planned curriculum. Identify course outcomes and demonstrate alignment with applicable state standards. Provide, as **Attachment 3**, a sample course scope and sequence for one subject in one grade of each division (elementary, middle, high school) the school will serve.
3. Provide evidence that the educational program or essential design elements of the program are based on proven methods; evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population;
4. If the curriculum is fully developed, summarize curricular choices such as textbook selection, by subject, and the rationale for each. Describe the evidence that these curricula will be appropriate and effective for the targeted students. Describe how the curriculum is vertically and horizontally aligned for all grades the school will serve;
5. If the curriculum is not already developed, provide, as **Attachment 4**, a plan for how the curriculum will be developed between approval of the proposal and the opening of the school, including who will be responsible and when key stages will be completed. Describe how the curriculum will be vertically and horizontally aligned for all grades the school will serve; and



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

#### **Section 4: Student Performance Standards (1300 Words)**

Responses to the following items regarding the proposed school's student performance standards must be consistent with Common Core State Standards.

1. Provide and describe the student performance standards for the school as a whole;
2. Provide the school's plan for using internal and external formative and summative assessments to measure and report student progress. Be sure to address how the school will participate in required state assessments;
3. If the school plans to adopt or develop additional academic standards beyond the state standards, provide an explanation of the types of standards (content areas, grade levels). Be sure to highlight and describe how the proposed standards exceed the state standards;
4. Explain the school policies and standards for promoting students from one grade to the next. Describe how and when promotion and graduation criteria will be communicated in a culturally responsive manner to parents/guardians and students; and
5. Provide, as **Attachment 5**, the school's exit standards for graduating students. These exit standards should clearly set forth what students in the last grade served will know and be able to do, and meet or exceed all state grade level expectations.

#### **Section 5: High School Graduation Requirements (High Schools Only) (700 Words)**

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

1. Describe how the school will meet the requirements described in **Attachment 5**. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, explain the additional requirements;

2. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, military service, or entering the workforce); and
3. Explain the systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

### **Section 6: School Calendar and Schedule (400 Words)**

1. Describe the annual academic schedule for the school. Explain and demonstrate how the calendar reflects the needs of the educational program and meets Washington State minimum instructional requirements as stated in RCW 28A.150.220(2). In **Attachment 6**, provide the school's proposed calendar for the first year of operation, including total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days; and
2. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. Provide, also in **Attachment 6**, a sample daily and weekly schedule for each division of the school.

### **Section 7: School Culture (2000 Words)**

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

5. Describe a typical day for a teacher in a grade that will be served in the School's first year of operation.

### **Section 8: Supplemental Programming (700 Words)**

1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program including the number of hours, days and weeks. Provide a description of the anticipated participants including number of students and the methods used to identify them. Describe the anticipated resource and staffing needs for these programs, and how they will be funded. Address the processes for determining attendance when student interest exceeds capacity;
2. Describe the extra- or co-curricular activities or programming the school will offer, how often they will occur, how they will be culturally responsive and how they will be delivered and funded. Address the process when student interest in the program exceeds capacity;
3. Describe the specific programs or strategies the school will employ to address student mental, emotional, and social development and health; describe how they will be culturally responsive.
4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.
5. Describe the plan for outreach to parents to apprise them of supplemental programming opportunities. Please describe how this plan will be culturally inclusive.

### **Section 9: Special Populations and At-Risk Students (4500 Words)**

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

1. Describe the overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out. The plan should address how the school will meet students' needs in the least restrictive environment;



2. Identify the special populations and at-risk groups that the school expects to serve and explain the basis for these assumptions. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of all students;
3. Explain more specifically how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports the school will provide, including the following:
  - a. Methods for identifying students with special education needs and avoiding misidentification;
  - b. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services, ensure students' access to the general education curriculum, and ensure academic success for students with special education needs;
  - c. Plans for monitoring and evaluating the academic progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the IEP;
  - d. Plans for promoting graduation for students with special education needs (high schools only); and
  - e. Plans to provide qualified staff adequate for the anticipated special needs population.
4. Explain how the school will meet the needs of English Language Learner (ELL) students, including the following:
  - a. Methods for identifying ELL students and avoiding misidentification;
  - b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the academic program for these students;
  - c. Plans for monitoring and evaluating the academic progress and success of ELL students, including exiting students from ELL services; and
  - d. Plans for providing qualified staffing for ELL students.
5. Explain how the school will identify and meet the learning needs of at-risk students as defined RCW 28A.710.010(2):

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

of economically disadvantaged families, and students who are identified as having special educational needs

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

### Section 10: Student Recruitment and Enrollment (600 Words)

1. Describe the school's plan for student recruitment and marketing that is culturally inclusive and will provide equal access to interested students and families. Specifically describe the school's plan for outreach to at-risk students; and
2. Provide, as **Attachment 7**, the school's enrollment policy, which should demonstrate cultural inclusiveness and include the following:
  - a. Tentative dates for application period and enrollment deadlines and procedures, including an explanation of how the school will receive and process Intent to Enroll forms;
  - b. A timeline and plan for student recruitment/engagement and enrollment;
  - c. The lottery procedures that will be used should student interest exceed capacity. These lottery procedures shall be publicly noticed and open to the public; however, the School must give an enrollment preference to siblings of already enrolled students; and
  - d. Policies and procedures for student waiting lists, withdrawals, reenrollment, and transfers.

### Section 11: Student Discipline Policy and Plan (500 Words)

1. Describe in detail the school's approach to student discipline. Provide, as **Attachment 8**, the school's proposed discipline policy. The proposed policy must be culturally responsive and comply with any applicable state laws and Commission policies, including but not limited to RCW 28A.150.300. The plan should provide evidence that it is based on research, theory, experience, or best practice. The description of the school's approach and the proposed policy should address each of the following:
  - a. Equitable and fair practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
  - b. A list and definitions of the offenses for which students in the school must (where nondiscretionary) and may (where discretionary) be suspended or expelled, respectively;
  - c. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings; and



- d. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days.
2. Describe how students and parents/guardians will be informed of the school's discipline policy.

### **Section 12: Conversion Schools (1000 Words)**

Proposed conversion schools must explain in detail the steps taken to engage the entire school community as well as the plan for continued stakeholder involvement.

1. Explain the plan to cultivate student and parent investment in the school turnaround, especially how the school plans to limit attrition from the existing student body. Describe how this plan will be culturally inclusive in engaging the parent and school community.
2. Discuss specific ways that you will engage and transform the existing school culture during the pre-launch period and the first year of operation.
3. Provide, as **Attachment 9**, evidence of demonstrated support for the proposed conversion. Specifically, proposed conversion schools **MUST** provide a petition signed by a majority of teachers currently assigned to the school and/or a petition signed by a majority of parents of students currently attending the school.
4. Provide demonstrable evidence of the Applicant's prior experience in taking over or turning around an under-performing school, and the specific activities the Applicant will engage in to transform the existing school culture.

### **Section 13: Family and Community Involvement (1300 Words)**

1. Describe the specific role to date of any parents/guardians and community members involved in developing the proposed school. Include any other evidence of parent/guardian and community support for the proposed charter school;
2. Demonstrate that the school has assessed and built parent/guardian and community demand for the proposed school and describe how the school will engage families and community members from the time that the school is approved through opening;
3. Describe how the school will engage parents/guardians in the life of the school and share how this plan will be culturally inclusive. Explain the plan for building family-school partnerships that

strengthen support for learning and encourage parental involvement. Describe in detail any commitments or volunteer activities the school will seek from or offer to parents/guardians; and

4. Describe the community resources that will be available to students and families. Describe any existing and anticipated partnerships the school has or will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, as **Attachment 10**, existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

### Section 14: Educational Program Capacity (1200 Words)

1. Identify the key members of the school's leadership team. Identify only individuals who will play a substantial and ongoing role in school development, governance and/or management, and will thus share responsibility for the school's educational success. These individuals may include current or proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school's development and operation.
2. Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:
  - a. School leadership, administration, and governance;
  - b. Curriculum, instruction, and assessment;
  - c. Performance management;
  - d. Cultural competence/inclusiveness;
  - e. Family and community engagement; and
  - f. Special populations.
3. Specifically describe the Applicant's ties to and/or knowledge of the target community.
4. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned roles and any resources they have contributed or plan to contribute to the school's development.
5. Identify the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Discuss the evidence that demonstrates capacity to practice cultural competency and design, launch, and manage a high-performing charter school.

If the proposed leader has never run a school, describe any leadership training programs that they have completed or are currently participating in. Provide, as **Attachment 11**, the qualifications, resume, and professional biography for this individual. Provide specific evidence of the leader's ability to effectively serve the anticipated population.

—OR—

If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader, and instead provide as **Attachment 11** a job description and qualifications for the school leader, and a plan for recruiting and hiring strong and compatible leader.

6. Describe the responsibilities of the school's leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions. For any positions not yet filled, provide a timeline, criteria, and process for recruitment and hiring. Please describe how this plan for recruitment and hiring will be culturally inclusive. Provide, as **Attachment 12**, the qualifications, resumes, and professional biographies for the identified members of the leadership team, and for each position not yet filled, include job descriptions and qualifications.
7. Describe in detail who is currently working or who will work on a full-time or nearly full-time basis following approval of the charter to lead development of the school and the plan to compensate these individuals.

## CATEGORY 4: OPERATIONS PLAN AND CAPACITY

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### Section 15: Legal Status and Governing Documents (750 Words)

1. Describe the proposed school's legal status, including non-profit status and federal tax-exempt status.
2. Submit, as **Attachment 13**:
  - a. Articles of Incorporation;
  - b. Proof of non-profit status and tax exempt status (or copies of filings for the preceding items);
  - c. Completed and signed Statement of Assurances;
  - d. Bylaws; and
  - e. Other governing documents already adopted.
3. Describe any subsidiaries owned or affiliated with the non-profit submitting this charter school application. Describe any other organizational/business endeavors the non-profit that is submitting this charter school application is involved in.
4. If the applicant does not already operate one or more schools, including charter management organizations (CMOs), as well as applicants proposing to contract with ESPs, please describe organization's five (5) to ten year growth plan regarding the total number of charter schools it hopes to operate in Washington State. Include discussion of the organization's capacity to successfully support and execute that plan including business plans to support anticipated growth.

### Section 16: Organization Structure and Relationships (100 Words)

1. Submit, as **Attachment 14**, organization charts that show the school governance, management, and staffing plan and structure in:
  - a. The first year of school operations;
  - b. At the end of the charter term; and
  - c. When the school reaches full capacity, if in a year beyond the first charter term.

Each organization chart must clearly delineate the roles and responsibilities of, and lines of authority and reporting among, the governing board, school leader, management team, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will



play a role in managing the school. The organization charts should also document clear lines of authority and reporting within the school.

2. Describe any other proposed partnerships or contractual relationships that will be central to the school's operations or mission. Provide, as **Attachment 15**, copies of the proposed contract(s)
3. Describe how these proposed partnerships or contractual relationships are connected to community based organizations that serve culturally-specific student populations.

### **Section 17: Governing Board (2200 Words)**

1. Describe the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups.
2. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board.
3. Explain how this governance structure and composition will help ensure that:
  - a. The school will be an educational, financial and operational success;
  - b. The board will evaluate the success of the school and school leader; and
  - c. There will be active and effective representation of key stakeholders, including parents.
  - d. The school will be a culturally responsive education system.
4. List all current and prospective board members and their intended roles. For each individual identified, summarize interests in and qualifications for serving on the school's board. In **Attachment 16**, provide the following documents for each individual identified here:
  - a. Completed and signed board Member Information Sheet;
  - b. Resume; and
  - c. Professional biography.
5. Explain the procedure by which board members have been and will be selected. Describe how often the board meets. Discuss the plans for any committee structure.
6. Describe plans for increasing the capacity of the governing board. Discuss how the board will expand and develop over time. Describe how new members will be recruited and added, and how vacancies will be filled. Describe the orientation or training new board members will



receive, and the kinds of ongoing development/training existing board members will receive.

The plan for training and development should include:

- a. A timetable;
- b. Specific topics to be addressed; and
- c. Participation requirements.
- d. Development of cultural competence

7. If the current Applicant team does not include the formal school governing board, explain how and when the transition to the formal governing board will take place.
8. If this proposal is being submitted by an existing non-profit organization whose core mission is NOT the operation of charter schools, respond to the following:
  - a. Indicate whether the existing non-profit board governs the new school;
  - b. To what extent the school will be a new non-profit corporation governed by a separate board;
  - c. If the current non-profit's board will govern the charter school, describe the steps taken to transform its board membership, mission, and bylaws to assume its new duties. Describe the plan and timeline for completing the transition and orienting the board to its new duties; and
  - d. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be. This should also be represented on the applicant's organizational chart.
9. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment 17**, the board's proposed:
  - a. Code of Ethics Policy; and
  - b. Conflict of Interest policy.
10. Identify any existing relationships that could pose actual or perceived conflicts if the proposal is approved. Discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

### Section 18: Advisory Bodies (300 Words)

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

### **Section 19: Grievance/Complaint Process (500 Words)**

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

### **Section 20: District Partnerships (300 Words)**

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

### **Section 21: Education Service Providers (ESP) and Other Partnerships (300 Words)**

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

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

1. Provide evidence of the nonprofit ESP's success in serving student populations that are similar to the targeted population, including demonstrated academic achievement as well as successful management of nonacademic school functions, if applicable;
2. Provide a plan for the culturally inclusive engagement of families and the community;
3. As **Attachment 18**, provide a term sheet that includes:
  - a. Proposed duration of the service contract;
  - b. Roles and responsibilities of the governing board, school staff, and ESP;
  - c. Scope of services and resources to be provided by the ESP;
  - d. Performance evaluations measures and timelines;
  - e. Compensations structure, including clear identification of all fees to be paid to the ESP;
  - f. Methods of contract oversight and enforcement;
  - g. Investment disclosure; and
  - h. Conditions for renewal and termination of the contract
4. Disclose and explain any existing or potential conflicts of interest between the charter school board and proposed service provider or any affiliated business entities.

## Section 22: Staff Structure (400 Words)

1. Provide, as **Attachment 19**, a completed staffing chart for the school, prepared using the template provided by the Commission. The staffing chart and accompanying notes or roster should identify the following:
  - a. Year one positions, as well as positions to be added during the five (5) year charter contract;
  - b. Administrative, instructional, and non-instructional personnel;
  - c. The number of classroom teachers, paraprofessionals, and specialty teachers; and
  - d. Operational and support staff.
2. Describe how the relationship between the school's senior administrative team and the rest of the staff will be managed, including plans for performance management. Note the teacher-student ratio, as well as the ratio of total adults to students for the school.

## Section 23: Staffing Plans, Hiring, Management, and Evaluation (2100 Words)

1. Describe the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts;
2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers;
3. Describe the school's strategy, plans, and timeline for recruiting and hiring the teaching staff, in accordance with the state rules and regulations regarding staff qualifications and accountability plan. Explain how this plan includes culturally inclusive hiring practices. Explain other key selection criteria and any special considerations relevant to the school's design;
4. Outline in detail the school's procedures for hiring and dismissing school personnel, including the process and timeline for conducting criminal background checks;
5. Explain how the school leader will be supported, developed, and evaluated each school year. Provide, as **Attachment 20**, any leadership evaluation tool(s) that the Applicant team has identified or developed already; and
6. Explain how teachers will be supported, developed, and evaluated each school year in accordance with the state accountability plan. Provide, as **Attachment 21**, any teacher



evaluation tool(s) that already exist for the school, or state if the school intends to follow the state teacher evaluation plan.

### **Section 24: Professional Development (1200 Words)**

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

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

### **Section 25: Performance Framework (1000 Words)**

The Commission will evaluate the performance of every charter school annually and for renewal purposes according to the performance framework. Per Washington Administrative Code (WAC) 108-30, the performance framework is a set of academic, financial, and organizational performance standards. The academic performance standards will consider proficiency status, growth, and comparative performance based on federal, state, and school-specific measures. The financial performance standards will be based on standard accounting and industry standards for sound financial operation. The organizational performance standards will be based primarily on compliance with legal obligations, including fulfillment of the governing board's fiduciary obligations related to sound governance.

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

1. Describe any mission-specific educational goals and targets that the school will have. State goals clearly in terms of the measures or assessments the school plans to use. All goals must be specific, measurable, action oriented, realistic, relevant, and time-bound;
2. Describe any mission-specific organizational goals and targets that the school will have. State goals clearly in terms of the measures or assessments the school plans to use. All goals must be specific, measurable, action oriented, realistic, relevant, and time-bound;
3. In addition to all mandatory assessments, identify the primary interim and/or formative assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's educational program, performance goals, and state standards;
4. Describe in detail how the school will measure and evaluate academic progress (of individual students, student cohorts, and the school as a whole) throughout the school year, at the end of each academic year, and for the term of the charter contract;
5. Describe how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data;
6. Identify the individual or position responsible for managing the data, including collection, disaggregation, and analysis with and for classroom teachers, and leading or coordinating professional development to improve student achievement; and
7. Explain the training and support that school leadership and teachers will receive in collecting, analyzing, interpreting, and using performance data to improve student learning.

### **Section 26: Facilities (800 Words)**

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



1. Describe the basic facilities requirements for accommodating the school as proposed, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities;
2. Explain anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include but are not limited to the following: science labs, art room, computer labs, library/media center, performance/dance room, auditorium, etc.;
3. Describe anticipated administrative/support space needs, including anticipated number of each: main office, satellite office, work room/copy room, supplies/storage, teacher work rooms, etc.;
4. Explain which, if any, of the following are essential to fulfillment of the core athletic program: gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, etc.;
5. Identify any other significant facilities needs not already specified, for example: Americans with Disabilities Act (ADA) accessibility requirements, playground, large common space, other special considerations (identify and explain);
6. Describe the steps already taken to identify prospective facilities as well as the process for identifying and securing a facility, including any brokers or consultants the Applicant is employing to navigate the real estate market, plans for renovations, timelines, financing, etc.; and
7. If the Applicant currently holds a facility or has an MOU or other proof of intent to secure a specific facility, briefly describe the facility including location, size, and amenities.
  - a. Provide proof of the commitment as **Attachment 22**.
  - b. **Attachment 22** may also include up to 10 (ten) pages of supporting documents providing details about the facility.

### **Section 27: Start-Up and Ongoing Operations (1400 Words)**

1. Provide, as **Attachment 23**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the start-up budget;

2. Describe the school transportation plan and arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events;
3. Summarize the plan for safety and security for students, the facility, and property, and how that plan complies with all federal, state, county, and city health and safety laws. Explain the types of security personnel, technology, equipment, and policies that the school will employ;
4. Outline the plans for food service and other significant operational or ancillary services; and
5. Provide, as **Attachment 24**, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance include but are not limited to workers compensation, unemployment compensation, general liability, property, indemnity, directors and officers, motor vehicle, and errors and omissions. Applicants should ensure that they have the coverage identified in the sample contract (§ 4.14).

### **Section 28: Operations Capacity (800 Words)**

1. Describe the Applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
  - a. Staffing;
  - b. Professional development;
  - c. Performance management;
  - d. General operations; and
  - e. Facilities management.
2. Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.
3. Describe the organizations procurement process for the purchase of services and goods that exceed ten-thousand-dollars (\$10,000).

## CATEGORY 5: FINANCIAL PLAN AND CAPACITY

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### Section 29: Financial Plan (2600 Words)

1. Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements;
2. Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each;
3. Describe the school's plans and procedures for conducting an annual independent and state audit of the financial and administrative operations of the school;
4. Describe how the school will ensure financial transparency to the Commission and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report;
5. Describe any services to be contracted, such as business services, payroll, auditing services, program management, and professional development, including the anticipated costs and criteria for selecting such services;
6. Describe the school's plans for liability insurance to indemnify the school, its board, staff, and teachers against tort claims;
7. Submit a completed Financial Plan Workbook as **Attachment 25**. Be sure to complete all sheets in the Workbook. In developing the budget, please use the per-pupil revenue guidance provided by the Commission; and
8. As **Attachment 26**, present a detailed budget narrative including description of assumptions and revenue estimates, including but not limited to, the basis and calculations for revenue projections, staffing levels, and expenditures. The narrative response should specifically address the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising).
  - a. Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Describe any restrictions on access to, or use of, any identified

funding sources. Include evidence of commitment for any funds on which the school's core operation depends in **Attachment 26**;

- b. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated; and
- c. Describe in detail the year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

### **Section 30: Financial Management Capacity (500 Words)**

1. Describe the Applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:
  - a. Financial management;
  - b. Fundraising and development; and
  - c. Accounting and internal controls.
2. Provide as **Attachment 27**, the most recent internal financial statements, including balance sheets and income statements for the organization and any related business entities. Be sure that the school level and overall operations are distinctly represented.
3. For the organization as a whole and any related business entities, provide the following as **Attachment 28**: (a) the last three years of independent financial audit reports and management letters; and (b) the most recent internal financial statements, including balance sheets and income statements.



## CATEGORY 6: EXISTING OPERATORS

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### Section 31: Existing Operators (2700 Words)

Applicants who already operate one or more schools, including charter management organizations (CMOs), as well as applicants proposing to contract with ESPs must respond to the following questions:

1. Provide a detailed description of the organization's growth plans and capacity to successfully support and execute that plan including business plans to support anticipated growth. The description must also include the organization's overall growth plan regarding the total number of charter schools it hopes to operate in Washington State.
2. Using the Portfolio Summary Template, complete all requested information for each of the organization's schools and provide as **Attachment 29**.
3. For applicants authorized to open a school in the 2015 school year and beyond, **whether by the Commission or another authorizer**, provide a status report regarding compliance with each preopening condition.
4. Disclose any schools that have been closed or non-renewed, or charters that have been revoked by any authorizer.



# **WASHINGTON STATE CHARTER SCHOOL COMMISSION: REQUEST FOR PROPOSALS**

Issue Date: September 22, 2013

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

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## Introduction

The Washington State Charter School Commission (the Commission) was created in 2013, after the approval of Initiative 1240, to serve as a statewide charter school authorizer. The nine-member commission is tasked with running a process to approve new charter schools and effectively monitoring the schools it authorizes through ongoing oversight. Per the Charter Schools Act, the Commission has established its strategic vision for authorizing to guide its work:

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

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

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

The Charter Schools Act requires the Commission to annually issue a Request for Proposals (RFP) to open new charter schools. Through the issuance of this RFP the Commission seeks proposals to open new high-quality charter schools that are aligned with its strategic vision throughout the state of Washington. To that end, the Commission has worked closely with a national third-party, the National Association of Charter School Authorizers (NACSA), to develop a rigorous, thorough, and transparent application and review process.

### Eligibility

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

## Administrative Requirements

### Reservation of Rights

The Commission reserves the right to reject any and all Responses bids for any reason, reissue the solicitation, or cancel the solicitation, as deemed appropriate by the Commission.

### RFP Coordinator (Proper Communication)

Upon release of this RFP, all Applicant communications concerning this solicitation must be directed to the RFP Coordinator listed below. Unauthorized contact regarding this solicitation with other state employees or representatives involved with the solicitation may result in disqualification. All oral communications will be considered unofficial and non-binding on the State. Applicants should rely only on written statements issued by the RFP Coordinator.

RaShelle Davis, RFP Coordinator  
Washington Charter School Commission  
Governor's Policy Office  
PO Box 43113  
Olympia, WA 98504-3113

Telephone: 360.902.0551  
E-mail: [RaShelle.Davis@gov.wa.gov](mailto:RaShelle.Davis@gov.wa.gov)

### Applicant Questions

Applicant questions regarding this RFP will be allowed consistent with the respective dates and times specified in the *Timeline*. All Applicant questions must be submitted in writing (e-mail acceptable) to the RFP Coordinator. Official written Commission responses will be provided for Applicant questions received by the respective deadlines. Written responses to Applicant questions will be posted on the Commission website at <http://www.governor.wa.gov/issues/education/commission/>

Key Contacts	
For questions regarding the Commission, its policies and authorizing practices, Washington State Charter Law and other local concerns:	Rashelle Davis, <a href="mailto:rashelle.davis@gov.wa.gov">rashelle.davis@gov.wa.gov</a>
For questions regarding application submission (including the online portal, template documents, etc.):	Kristen Vandawalker, <a href="mailto:kristenv@qualitycharters.org">kristenv@qualitycharters.org</a> (copy Carly Bolger, <a href="mailto:carlyb@qualitycharters.org">carlyb@qualitycharters.org</a> )
For questions regarding the application process, timeline, and RFP content:	Carly Bolger, <a href="mailto:carlyb@qualitycharters.org">carlyb@qualitycharters.org</a>



The Applicant that submitted the questions will not be identified. Verbal responses to questions will be considered unofficial and non-binding. Only written responses posted to the Commission web site listed above will be considered official and binding.

### **Applicant Comments Invited**

Applicants are encouraged to review the requirements of this RFP carefully, and submit any comments and recommendations to the RFP Coordinator. Where requirements appear to prohibit or restrict your firm's participation, an explanation of the issue with suggested alternative language should be submitted in writing to the RFP Coordinator by the deadline for Applicant Questions and Comments in the *Timeline*.

### **Applicant Questions or Complaints Regarding Requirements and Specifications**

Applicants are expected to raise any questions, exceptions, or requested additions they have concerning the RFP requirements early in the RFP process. Applicants may submit specific complaints to the RFP Coordinator if the Applicant believes the RFP contains inadequate or improper criteria or that the solicitation evaluation process unnecessarily restricts competition is flawed or unfair.

The complaint must be made in writing to the RFP Coordinator before the Applicant Complaints due date set forth in the *Timeline*. The Complaint should clearly articulate the basis for the complaint and include a proposed remedy. Complaints already raised may not be raised again during the protest period.

The solicitation process will continue while complaints are being reviewed and responses are occurring.

Should an Applicant complaint identify a change that would be in the best interest of the State to make, the Commission may modify this RFP accordingly. The modification to the RFP will be in writing and made in the form of an amendment to the RFP.

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

### **Delivery of Responses**

The Response, in its entirety, must be received by Commission no later than the time indicated in the *Timeline*. All Responses must be submitted using the Review Room platform, with hard copies mailed to the RFP Coordinator. Submissions and time stamped when the submissions are uploaded to Review Room. No submissions will be accepted after the deadline.

**Applicants should allow sufficient time to ensure timely receipt of the proposal by the RFP Coordinator. Late Responses will not be accepted and will be automatically disqualified from further consideration.**

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

All proposals and any accompanying documentation become the property of Commission and will not be returned.

Responses may not be transmitted using facsimile transmission.

### Response Contents

The Response must contain information responding to all requirements in the RFP. Applicant Certification and Assurances with Applicant's exceptions and/or proposed revisions to the Proposed Master Contract must be attached, if applicable, and must include the signature (or electronic verification) of an authorized Applicant representative on all required documents.

Failure to provide any requested information may result in disqualification of the Applicant.

### Proposal Format and Organization

Proposals must be written in English and submitted using the Review Room platform.

Signatures – Documents requiring signatures must be signed by a representative authorized to bind the Applicant to their proposal. After documents that require signatures are completed and signed the document should be scanned into a separate file, in .bmp, .jpg, .tiff, or PDF format.

Response/answers should be clearly linked to the RFP sections to which they pertain. Applicants should follow the numbering scheme used in the RFP.

### Cost of Response Preparation

Commission will not reimburse Applicants for any costs associated with preparing or presenting a Response to this RFP.

### Response Property of Commission

All materials submitted in response to this solicitation become the property of Commission. Commission has the right to use any of the ideas presented in any material offered. Selection or rejection of a Response does not affect this right.

### Proprietary or Confidential Information

Any information in the proposal that the Applicant desires to claim as proprietary and exempt from disclosure under the provisions of Chapter 42.56 RCW, or other state or federal law that provides for the nondisclosure of your document, must be clearly designated. Each page containing the information claimed to be exempt from disclosure must be identified by the words "Proprietary Information" printed on the lower right hand corner of the page. **Marking the entire Response as proprietary, confidential, or exempt from disclosure will not be honored.** Applicants must state clearly in their response whether their Response contains any proprietary or confidential information.

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



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

### **Waiver of Minor Administrative Irregularities**

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

### **Errors in Response**

Applicants are liable for all errors or omissions contained in their Responses. Applicants will not be allowed to alter Response documents after the deadline for Response submission. Commission is not liable for any errors in Responses. Commission reserves the right to contact Applicant for clarification of Response contents; this may occur through the interview process. Information provided during the interview process will be considered in conjunction with the written Response to evaluate the Applicant's proposal.

### **Amendments and Revisions**

Commission reserves the right to revise the Schedule or other portions of this RFP at any time. Commission may correct errors in the solicitation document identified by Commission or an Applicant. Any changes or corrections will be by one or more written amendment(s), dated, and posted with this solicitation document on the Commission website at <http://www.governor.wa.gov/issues/education/commission/>

**Applicants are responsible for checking this site for changes and should do so frequently.** Commission will not be responsible for notifying Applicants of changes in any other manner. All changes must be authorized and issued in writing by the RFP Coordinator. If there is any conflict between amendments, or between an amendment and the RFP, whichever document was issued last in time shall be controlling.

### **Incorporation of Documents into Contract**

This solicitation document, including any amendments or revisions, and the Response will be incorporated into any resulting Contract, unless otherwise indicated in the contract.

### **No Obligation to Contract**

Commission reserves the right to refrain from selecting or contracting with any and all Applicants.

### **Withdrawal of Response**

Applicants may withdraw a Response that has been submitted at any time up to the Response due date and time (identified on the *Timeline*). To accomplish Response withdrawal, a written request signed by an authorized representative of Applicant must be submitted to the RFP Coordinator. After withdrawing a previously submitted Response, Applicant may submit another Response at any time up to the Response submission deadline.

### Optional Applicant Debriefing

Only Applicants who submit a Response may request an optional debriefing conference to discuss the evaluation of their Response. The requested debriefing conference must occur within the date range specified in the *Timeline*. The request must be in writing (e-mail acceptable) and addressed to the RFP Coordinator.

The optional debriefing will not include any comparison between the Response and any other Responses submitted. However, Commission, or its representative, will discuss the factors considered in the evaluation of the requesting the Response and address questions and concerns about Applicant's performance with regard to the solicitation requirements.

### Protest Procedures

Only Applicants who have submitted a Response to this solicitation and have had a debriefing conference may make protests. Upon completion of the debriefing conference, a Applicant is allowed five (5) Business Days to file a formal protest of the solicitation with the RFP Coordinator.

Protests must be received by the RFP Coordinator no later than 4:30 PM, local time, in Olympia, Washington on the fifth business day following the debriefing. Protests may be submitted by e-mail but must be followed by the document with an original signature.

**Applicants submitting protests shall follow the procedures described below. Protests that do not follow these procedures shall not be considered. This protest procedure constitutes the sole administrative remedy available to Applicants under this procurement.**

All protests must be in writing, addressed to the RFP Coordinator, and signed by the protesting party or an authorized Agent. The protest must state the RFP number, the grounds for the protest with specific facts and complete statements of the action(s) being protested. A description of the relief or corrective action being requested should also be included.

Only protests stipulating an issue of fact concerning the following subjects shall be considered:

- A matter of bias, discrimination or conflict of interest on the part of an evaluator;
- Errors in computing the score;
- Non-compliance with procedures described in the procurement document or Commission policy.

Protests not based on procedural matters will not be considered. Protests must clearly articulate the basis for the complaint and should include a proposed remedy.

Protests will be rejected as without merit if they address issues such as: 1) an evaluator's professional judgment on the quality of a proposal, or 2) Commission's assessment of its own and/or other agencies or communities' needs or requirements.

Upon receipt of a protest, a protest review will be held by the Commission. A person who was not involved in the procurement will consider the record and all available facts and issue a decision within five (5) business days of receipt of the protest. If additional time is required, the protesting party will be notified of the delay.



In the event a protest may affect the interest of another Applicant that also submitted a proposal, such Applicant will be given an opportunity to submit its views and any relevant information on the protest to the RFP Coordinator.

**The final determination of the protest shall:**

- Find the protest lacking in merit and uphold the Commission's action; or
- Find only technical or harmless errors in the Commission's acquisition process and determine the Commission to be in substantial compliance and reject the protest; or
- Find merit in the protest and provide the Commission options which may include:
  - Correct the errors and re-evaluate all proposals, and/or
  - Reissue the solicitation document and begin a new process, or
  - Make other findings and determine other courses of action as appropriate.

If the Commission determines that the protest is without merit, the Commission will enter into a contract with the apparently successful contractor. If the protest is determined to have merit, one of the alternatives noted in the preceding paragraph will be taken.

#### **Notification of Approval of Application**

All Applicants responding to this solicitation will be notified by e-mail after a decision has been made to approve and Application. The date of notification will be the date the e-mail is sent.

#### **Electronic Availability**

The contents of this RFP and any amendments or revisions and written answers to questions will be available at <http://www.governor.wa.gov/issues/education/commission/>. Applicants are responsible for checking this site for notices and changes and should do so frequently.

#### **Revisions to the RFP**

In the event it becomes necessary to revise any part of this RFP, addenda will be provided via e-mail to all individuals, who have made the RFP Coordinator aware of their interest. Addenda will also be published on <http://www.governor.wa.gov/issues/education/commission/>. For this purpose, the published questions and answers and any other pertinent information shall be provided as an addendum to the RFP and will be placed on the website.

If you downloaded this RFP from the Agency website located at: <http://www.governor.wa.gov/issues/education/commission/> you are responsible for sending your name, e-mail address, and telephone number to the RFP Coordinator in order for your organization to receive any RFP addenda.

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

#### **Minority & Women-Owned Business Participation**

In accordance with chapter 39.19 RCW, the state of Washington encourages participation in all of its contracts by organizations certified by the Office of Minority and Women's Business Enterprises



(OMWBE). Participation may be either on a direct basis in response to this solicitation or on a subcontractor basis. However, no preference will be included in the evaluation of proposals, no minimum level of MWBE participation shall be required as a condition for receiving an award, and proposals will not be rejected or considered non-responsive on that basis.

### **Terms and Provision of the Sample Contract**

Submission of an Application constitutes acceptance of the solicitation contents and the attached sample contract constitutes acceptance of all terms and requirements stated therein. The sample contract, which is incorporated by reference, is located on the Commission's website and on the Review Room portal.

## Guidelines for Submission

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

In order for a thorough and rigorous review to occur, all applicants must respond to all questions and requests for information contained in this RFP. Failure to address all questions may result in the application being deemed incomplete and ineligible for review. Additionally, applicants are encouraged to reference the Evaluation Rubric when preparing their proposals to ensure that the responses address all of the evaluation criteria. For information on how approved schools will be evaluated once they have opened, applicants should reference the Commission’s performance framework (Chapter 108-30 WAC) which is available on the website, and incorporated by reference. All applicants must submit a letter of intent, using the template provided in Fluid Review, no later than 5:00PM PST on October 22, 2013. All application materials must be submitted no later than **5:00pm PST on November 22, 2013**. Commission rules governing the RFP application and approval process (Chapters 108-10 and 108-20 WAC) are incorporated by reference and available on the Commission’s website. All applicants must initially submit their proposals electronically. For the 2013 RFP all electronic submission must be uploaded to the online application portal, hosted by Fluid Review at <http://wscsc-charterapp.fluidreview.com>, by the deadline. Orientation sessions covering the application process and online submission process will be conducted via webinar on September 30 and October 7, 2013. It is *strongly* encouraged that all prospective applicants attend one of these sessions to ensure that all submissions are made correctly, completely, and on time.

### Online Submission Instructions

1. **Develop your application materials using the Fluid Review templates. The online application portal, with template documents and instructions, will be available no later than September 30, 2013.** In the interim, you may begin developing application content in standard MS Word format. Any such content can subsequently be pasted into the template documents and uploaded via the standard process. You will upload each element of the application (cover sheet, narrative, attachments, etc.) separately.
2. Upload each of your documents to the online application system at <http://wscsc-charterapp.fluidreview.com>. **Be sure to upload the documents in the file format specified.** An overview of how to use Fluid Review will be included in the orientation sessions for applicants.
3. You may **SUBMIT** your application after you have uploaded all required documents. Fluid Review will not allow you to **SUBMIT** your application until you have met these requirements.
4. Once the system has accepted your **SUBMIT** command, your application will be both submitted and locked. You will not be able to make additional revisions.

5. **Fluid Review will automatically shut down access to all applications at 5:00PM PST on November 22, 2013.** Applications not SUBMITTED, including applications that are partially uploaded, will not be accepted.

Once the electronic submission is received and a completeness determination has been issued, all eligible applicants must submit **10 complete hard copies, prepared following the guidance provided by the Commission, to:**

Rashelle Davis  
Governor's Policy Office  
PO Box 43113  
Olympia, WA 98504-3113

## Specifications

- Applicants **MUST** submit applications electronically through the Fluid Review platform and must use the following templates:
  - Proposal Coversheet and Enrollment Projection Template-ALL APPLICANTS (MS Word Document)
  - Proposal Narrative Template-ALL APPLICANTS (MS Word Document)
  - Staffing Chart Template-ALL APPLICANTS (MS Word Document)
  - Charter School Board Member Information Sheet Template-ALL APPLICANTS (MS Word Document)
  - Financial Plan Workbook-ALL APPLICANTS (MS Excel Document)
  - Portfolio Summary Template-EXISTING OPERATORS ONLY (MS Excel Document)
- Observe all page limits. Although page limits are not mandatory, they should be adhered to as closely as possible. Page limits do NOT include attachments.
- All elements of the proposal must be typed with 1-inch page margins and 12-point font, single-spaced, in the designated spaces in the templates.
- Each major section of the proposal (Executive Summary, Education Program, etc.) must begin on a separate page, as indicated in the template document.
- If a particular question does not apply to your team or proposal, respond "Not Applicable," AND state the reason this question is not applicable to your team or proposal.
- All required attachments should be uploaded in the file format specified.
- The following is a list of attachments to accompany the application. Note that not all attachments will be mandatory for all applicants. It is the responsibility of the applicant to ensure they submit all relevant attachments:
  1. Background check authorization
  2. Course scope and sequence
  3. Curriculum development plan
  4. Exit standards for graduation
  5. School calendar & schedule
  6. Enrollment policy
  7. Discipline policy
  8. Conversion support petitions
  9. Evidence of community support
  10. School leader resume and/or job description

11. Leadership team job descriptions and/or resumes
12. Governance documents
13. Organizational charts
14. Board member documents
15. Code of ethics and conflict of interest policy
16. ESP contract term sheet
17. Staffing chart
18. Leadership evaluation tools
19. Teacher evaluation tools
20. Facility documents
21. Start-up plan
22. Insurance coverage
23. Financial plan workbook
24. Budget narrative
25. Portfolio Summary Template

- When submitting resumes and biographies, label each document with the individual's affiliation with the proposed school (board member, principal, teacher, etc.).
- Review all elements of your application for completeness before submitting.
- Late or incorrectly formatted submissions will not be accepted.
- All applications will be reviewed for completeness before they are accepted and distributed to evaluation teams. If an application is found to be incomplete or incorrectly formatted, the applicant will have 24 hours to satisfactorily rectify the identified issues and resubmit their application. Applicants failing to rectify the issue within the allotted time will not continue in the 2013 application process; all applicants are welcome to reapply in future years.



## Timeline

Below represents the timeline for the 2013 RFP process. The deadlines and due dates are mandatory and non negotiable. *Failure to meet the RFP submission deadline will result in disqualification from participation.* All times are Pacific Standard Time. The Commission reserves the right to revise the schedule; in the event of a change, it will be posted on the Commission’s website and all applicants will receive email notification.

Date	Activity
September 22, 2013	RFP Released
September 30, 2013	Online application portal launch. Applications will only be accepted via upload to the Fluid Review online application submission platform: <a href="http://wscsc-charterapp.fluidreview.com/">http://wscsc-charterapp.fluidreview.com/</a>
September 30 and October 7, 2013	Webinar orientation sessions. The sessions will provide information about the RFP content and process, including a demonstration of the online application upload process. Applicants will have the opportunity to ask questions during these orientations.
October 7, 2013	Applicant questions and comments due
October 21, 2013	Commission’s written answers to questions issued
October 22, 2013 <b>by 5:00PM PST</b>	Letter of Intent due via Fluid Review. Requirements for the letter of intent can be found on the Commission website.
October 23, 2013	Applicant Complaints due
October 28, 2013	Commission’s written response to Complaints issued
November 22, 2013 <b>5:00 PM PST</b>	Deadline for online application submissions
November 26, 2013	Completeness findings distributed.
November 27, 2013 <b>5:00 PM PST</b>	Deadline for corrections, only accepted via upload to <a href="http://wscsc-charterapp.fluidreview.com/">http://wscsc-charterapp.fluidreview.com/</a> .
December 2, 2013	Final completeness determinations distributed.
December 11, 2013	Deadline for eligible applicants to deliver hard copies of applications
Dates and locations to be determined	Public Forums
Dates and locations to be determined	Capacity Interviews
February 24, 2014/2015	Commission makes final decision to approve or deny new charter schools



February 27, 2014	Applicant request for optional debriefing due
March 3 and 4, 2014	Optional applicant debriefings
Five Business Days after Debriefing	Decision on Complaint
May 24, 2014	Deadline for final contracts to be signed.

## Cover Sheet & Enrollment Projection

**Name of non-profit applicant entity:** \_\_\_\_\_

**Primary contact person:** \_\_\_\_\_  
**Mailing address:** \_\_\_\_\_

**Street/PO Box:** \_\_\_\_\_

**City:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Zip:** \_\_\_\_\_

**Phone Number:**      *day* \_\_\_\_\_ *evening* \_\_\_\_\_

**Fax Number:** \_\_\_\_\_ **Email:** \_\_\_\_\_

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

Full Name	Current Job Title and Employer	Position with Proposed School

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

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

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

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

Proposed School Name	City	State	Opening Date

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

Yes       No

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

Authorizer	# of Schools	City	State	Opening Years

Proposed School Name	Opening Year	Geographic Community	Grades year 1	Grades at capacity

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

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

If yes, identify the ESP: \_\_\_\_\_

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

If yes, identify the CMO/Partner: \_\_\_\_\_

**Proposed Principal/Head of School Information:**

*Provide the following information, if known*

Name of proposed principal candidate: \_\_\_\_\_

Current employment: \_\_\_\_\_

Phone Number: Day \_\_\_\_\_ Evening \_\_\_\_\_

Email: \_\_\_\_\_

**School Enrollment Projections**

Academic Year	Planned # of Students	Maximum # of Students	Grade Levels Served
Year 1 (specify)			
Year 2			
Year 3			
Year 4			
Year 5			
At Capacity (specify year)			

## Executive Summary (2 pages)

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

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

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

The mission and vision statements, taken together, should:

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

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

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

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

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

Full Name	Current Job Title and Employer	Position with Proposed School

**Enrollment Summary**

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

**6.**

Grade Level	Number of Students					
	Year 1 20__	Year 2	Year 3	Year 4	Year 5	At Capacity 20__
Pre-K						
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

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



## Section 1. Educational Program Design and Capacity (25 pages)

### Program Overview

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

### Curriculum and Instructional Design

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

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

### Student Performance Standards

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

1. Describe the student performance standards for the school as a whole.
2. Provide the school's plan for using internal and external assessments to measure and report student progress.

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

### **High School Graduation Requirements (High Schools Only)**

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

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

### **School Calendar and Schedule**

1. Discuss the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program. In **Attachment 5**, provide the school's proposed calendar for the first year of operation, including total number of days/hours of instruction at a minimum of 180 days.
2. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. Provide, also in **Attachment 5**, a sample daily and weekly schedule for each division of the school.

### **School Culture**

1. Describe the culture of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.
2. Explain how you will create and implement this culture for students, teachers, administrators, and parents/guardians starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.

3. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, English Language learners, and any students at risk of academic failure.
4. Describe a typical school day from the perspective of a student in a grade that will be served in your first year of operation.
5. Describe a typical day for a teacher in a grade that will be served in your first year of operation.

### **Supplemental Programming**

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

### **Special Populations and At-Risk Students**

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

1. Describe the overall plan to serve students with special needs, including but not limited to students with Individualized Education Programs or Section 504 plans; English Language learners; students identified as intellectually gifted; and students at risk of academic failure or dropping out. The plan should address how the school will meet students' needs in the least restrictive environment.
2. Identify the special populations and at-risk groups that the school expects to serve, whether through data related to the targeted district or neighborhood or more generalized analysis of the population to be served. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.
3. Explain more specifically how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:



- a. Methods for identifying students with special education needs (and avoiding misidentification);
  - b. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for students with special education needs;
  - c. Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the Individualized Education Program (IEP);
  - d. Plans for promoting graduation for students with special education needs (high school only); and
  - e. Plans for qualified staffing adequate for the anticipated special needs population.
4. Explain how the school will meet the needs of English Language Learner (ELL) students, including the following:
    - a. Methods for identifying ELL students (and avoiding misidentification);
    - b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the academic program for these students;
    - c. Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services;
    - d. Means for providing qualified staffing for ELL students.
  5. Explain how the school will identify and meet the learning needs of at-risk students as defined in RCW 28A.710.010(2). *"At-risk student" means a student who has an academic or economic disadvantage that requires assistance or special services to succeed in educational programs. The term includes, but is not limited to, students who do not meeting minimum standards of academic proficiency, students who are at risk of dropping out of high school, students in chronically low-performing schools, students with higher than average disciplinary sanctions, students with lower participation rates in advanced or gifted programs, students who are limited in English proficiency, students who are members of economically disadvantaged families, and students who are identified as having special educational needs.*
  6. Explain how the school will identify and meet the needs of highly capable students, including the following:
    - a. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;
    - b. Plans for monitoring and evaluating the progress and success of intellectually gifted students; and
    - c. Means for providing qualified staffing for intellectually gifted students.

### Student Recruitment and Enrollment

1. Explain the plan for student recruitment and marketing that is culturally inclusive and will provide equal access to interested students and families. Specifically describe the plan for outreach to at-risk students.
2. Provide, as **Attachment 6** the school's Enrollment Policy, which should be culturally inclusive and include the following:

- a. Tentative dates for application period; and enrollment deadlines and procedures, including explanation of how the school will receive and process Intent to Enroll forms;
- b. A timeline and plan for student recruitment/engagement and enrollment;
- c. The lottery procedures that will be used should student interest exceed capacity;
- d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers; and
- e. Explanation of the purpose of any pre-admission activities for students or parents.

### **Student Discipline**

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

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

### **Conversion Schools**

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

1. Provide a detailed plan that demonstrates that the conversion school will have sufficient capacity to enroll all students who wish to remain enrolled in the school after conversion.
2. Provide, as **Attachment 8** evidence of demonstrated support for the proposed conversion in the form of a petition signed by a majority of teachers assigned to the school and/or a petition signed by a majority of parents of students in the school.



3. Provide evidence of the organization's prior experience in taking over or turning around an under-performing school and the ways in which the group will engage and transform the existing school culture.

### **Family and Community Involvement**

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

### **Educational Program Capacity**

1. Identify the key members of the school's leadership team. Identify *only* individuals who will play a substantial and ongoing role in school development, governance and/or management, and will thus share responsibility for the school's educational success. These may include current or proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school's development and operation.

Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:

- a. School leadership, administration, and governance;
- b. Curriculum, instruction, and assessment;
- c. Performance management; and
- d. Family and community engagement.

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

2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development.

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

–OR–

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

5. Describe the responsibilities and qualifications of the school's leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions and provide, as **Attachment 11**, the qualifications, resumes, and professional biographies for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring, and provide job descriptions as **Attachment 11**.
6. Explain who will work on a full-time or nearly full-time basis following assignment of a location to lead development of the school and the plan to compensate these individuals.

## Section 2. Operations Plan and Capacity (25 pages)

### Governance

#### Legal Status and Governing Documents

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

#### Organization Charts

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

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

#### Governing Board

1. Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups.
2. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.
3. Identify all current and prospective board members and their intended roles. Summarize members' interests in and qualifications for serving on the school's board. In **Attachment 14** provide a completed and signed board Member Information Sheet, resume, and professional biography for each board member.
4. If the current applicant team does not include the initial governing board, explain how and when the transition to the formal governing board will take place.
5. If this application is being submitted by an existing non-profit organization respond to the following:
  - a. Will the existing non-profit board govern the new school, or has the school formed a new non-profit corporation governed by a separate board?



- b. If the non-profit's current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.
  - c. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.
6. Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure.
7. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment 15**, the board's proposed Code of Ethics and Conflict of Interest policy. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.
8. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of any additional board members? What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

### **Advisory Bodies**

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

### **Grievance Process**

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

### **District Partnerships**

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

### **Education Service Providers (ESP) and Other Partnerships**

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

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

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

## Staffing

### Staff Structure

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

### Staffing Plans, Hiring, Management, and Evaluation

1. Explain the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts.
2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.
3. Describe your strategy, plans, and timeline for recruiting and hiring the teaching staff, in accordance with the state accountability plan. Explain other key selection criteria and any special considerations relevant to your school design.
4. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.



5. Explain how the school leader will be supported, developed, and evaluated each school year. Provide, as **Attachment 18**, any leadership evaluation tool(s) that you have identified or developed already.
6. Explain how teachers will be supported, developed, and evaluated each school year in accordance with the state accountability plan. Provide, as **Attachment 19**, any teacher evaluation tool(s) that already exist for the school, or state if the school intends to follow the state teacher evaluation plan.

### **Professional Development**

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

1. Identify the person, position, or organization responsible for professional development.
2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.
3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be addressed during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.
4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

### **Performance Management**

The Commission will evaluate the performance of every charter school and transformation partner annually and for renewal purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement. The academic performance standards will consider status, growth, and comparative performance based on federal, state, and school-specific measures. The financial performance standards will be based on standard accounting and industry standards for sound financial operation. The organizational performance standards will be based primarily on compliance with legal obligations, including fulfillment of the governing board's fiduciary obligations related to sound governance.

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

1. Describe any mission-specific educational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.
2. Describe any mission-specific organizational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.

3. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and state standards.
4. Explain how the school will measure and evaluate academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.
5. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?
6. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

## Facilities

Describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. If you currently hold a facility or have an MOU or other proof of intent to secure a specific facility, provide proof of the commitment as **Attachment 20**. Briefly describe the facility including location, size, and amenities. You may also provide, in **Attachment 20** up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with applicable state and local health and safety requirements. In addition, charter school applicants must be prepared to follow applicable city planning review procedures.

## Start-Up and Ongoing Operations

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

## Operations Capacity

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



## Section 3. Financial Plan and Capacity (15 pages)

### Financial Plan

1. Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.
2. Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.
3. Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school.
4. Describe how the school will ensure financial transparency to the Commission and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.
5. Describe any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.
6. Describe the school's plans for liability insurance to indemnify the school, its board, staff, and teachers against tort claims.
7. Submit a completed Financial Plan Workbook as **Attachment 23**. Be sure to complete all sheets in the Workbook. In developing your budget, please use the per-pupil revenue guidance provided by the Commission.
8. Budget Narrative: As **Attachment 24**, present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g. grants, donations, fundraising).
  - a. Per-Pupil Revenue. Use the figures provided by the Commission to develop your budget assumptions.
  - b. Anticipated Funding Sources. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Include evidence of commitment for any funds on which the school's core operation depends in **Attachment 24**.
  - c. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
  - d. Explain the year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

### Financial Management Capacity

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

## Section 4. Existing Operators (8 pages)

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

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



**Attachment 12: Charter Public School Application**



**summit**  
public schools

## **Summit Public School: Seattle #2**

*Charter Application*

*Submitted to the Washington State Charter School Commission*

*May 15, 2015*

# CHARTER SCHOOL APPLICATION

## Summit Public School: Seattle #2

### Submitted To:

Washington State  
Washington State Charter School Commission  
1068 Washington St. SE  
Olympia, WA 98501



### Submitted By:

Jen Davis Wickens  
210 S Hudson Street Seattle, Washington 98134

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**31. Existing Operators**



# GENERAL

## A. School Information

**Open Date:** August 22, 2016  
**Proposed Name:** Summit Public School: Seattle #2  
**School Type:** Middle / High  
**Grade Levels:** [6, 7, 8, 9, 10, 11, 12]  
**School District:** Seattle Public Schools  
**Neighborhood / Community:** South Seattle  
**Organization Type:** Non-profit Corporation  
**Sponsoring Entity:** Non-profit Organization  
**Address:** Seattle, Washington  
**Phone:** [REDACTED]  
**Fax:** [REDACTED]  
**Web Site:** www.summitps.org  
**Calendar Type:** Standard - 180 instructional days  
**Educational Service Provider:** Summit Public Schools (None)

## B. Primary Contact Person

**Name:** Jen Davis Wickens  
**Mailing Address:** 210 S Hudson Street Seattle, Washington 98134  
**Mobile Phone:** [REDACTED]  
**Alternate Phone:** [REDACTED]  
**Email:** [REDACTED]  
**Current Employer:** Summit Public Schools

## C. Attendance Projections

Grade Level	2016-17 Enrollment		2017-18 Enrollment		2018-19 Enrollment		2019-20 Enrollment		2020-21 Enrollment		At Capacity 2019-20	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
6	102	108	102	108	102	108	102	108	102	108	102	108
7			99	105	99	105	99	105	99	105	99	105
8					97	103	97	103	97	103	97	103
9	102	108	102	108	102	108	102	108	102	108	102	108
10	99	105	99	105	99	105	99	105	99	105	99	105
11					97	103	97	103	97	103	97	103
12							95	101	95	101	95	101
<b>Total</b>	<b>303</b>	<b>321</b>	<b>402</b>	<b>426</b>	<b>596</b>	<b>632</b>	<b>691</b>	<b>733</b>	<b>691</b>	<b>733</b>	<b>691</b>	<b>733</b>

## D. Board Members

Name	Title	Contact Information	Current Employer
Empey, Gordon	Board Member	[REDACTED]	Cooley LLP
Galgon, Michael	Board Member	[REDACTED]	Real Networks
Orbino, Michael	Board Member	[REDACTED]	John L Scott, Inc.

### E. Start-up Team Members

Name	Title	Contact Information	Current Employer
Arambula, Diego	Chief Growth Officer	[REDACTED]	Summit Public Schools
Carter, Adam	Chief Academic Officer	[REDACTED]	Summit Public Schools
Davis Wickens, Jen	Chief Regional Officer	[REDACTED]	Summit Public Schools
McCaw, Kristen	Director of Growth and Policy	[REDACTED]	Summit Public Schools
Parker, Isabelle	Chief Financial Officer	[REDACTED]	Summit Public Schools
Ponikvar, Greg	Proposed Principal Candidate	[REDACTED]	Summit Public Schools
Tavener, Diane	Founder and Chief Executive Officer	[REDACTED]	Summit Public Schools

# EXECUTIVE SUMMARY

## 1. Executive Summary

### Who We Are

Summit Public Schools prepares a diverse student population for success in a four-year college, and to be thoughtful contributing members of society. We leverage our work to have broader impact on public education. Summit Public Schools currently operates seven schools enrolling 2,000 students, and our schools consistently rank among the best in California and the nation. To date, 100% of Summit graduates have been eligible to apply to a four-year college, with 99% of them being accepted to at least one. All Summit students, and all student subgroups, outperform their district counterparts on state measures, including California's Academic Performance Index, which is determined using a compilation of measures including the California Standards Tests and California High School Exit Exam. Summit graduates are on track to complete college within six years at double the national average. Finally, Summit schools have also enjoyed numerous accolades, including being named a Newsweek Top 10 Miracle School. Additional information about Summit Public Schools is included in **Attachment 36**.

The mission of Summit Public School: Seattle #2 ("Summit Seattle #2" or "Charter School" herein), like all Summit schools, is **to prepare a heterogeneous student population for success in a four-year college, and to be thoughtful, contributing members of society**. The vision of Summit Seattle #2 is to provide a personalized learning experience that affords each and every student of South Seattle the opportunity to achieve their academic goals regardless of their previous preparation and background. Summit Seattle #2 seeks to develop educators that are trained and skilled in best practices that enhance achievement for all students, especially those who have been underserved by traditional public schools to date. Summit Seattle #2's measures of success will align directly with its mission. Students will be constantly assessed to ensure they are on track to be fully prepared for success in college upon graduation.

As Summit has grown, it has taken its highly effective educational program as a foundation, learned about new communities, tailored its model to fit those unique needs, and then experienced significant success in those new communities. Summit's model has shown fidelity across multiple and distinct communities (see *Section 31* for the differences between the Redwood City and San Jose communities and Summit's success in each). Summit Public Schools is excited to apply this similar focus on matching a proven academic model with the unique needs of students in South Seattle.

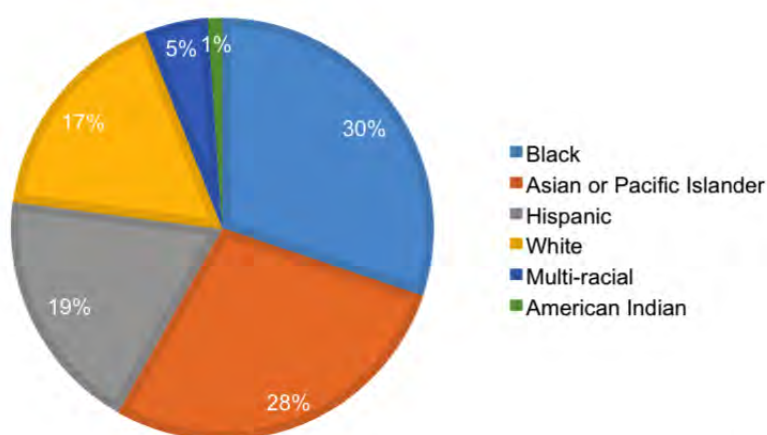
### Educational Need and Anticipated Student Population

Summit Seattle #2 is committed to serving a heterogeneous group of students from South Seattle who have been traditionally underserved. We are committed to building a diverse school that mirrors both the community where the school is located and the world our students will enter when they leave Summit Seattle #2. This approach is supported by the research of Linda Darling-Hammond and others on the value of heterogeneous schools.

Summit Seattle #2 anticipates enrolling students who otherwise would have attended the seven local middle or high schools in the South Seattle area: David T. Denny International School, Orca Middle School, Aki Kurose Middle School, South Shore Middle School, Chief Sealth High School, Cleveland High School, and South Lake High School.

In the three of these schools that offer high school, a vast majority of the students are at-risk as their schools are chronically under-preparing them for success in a 4-year college, which is what today's world requires of high school graduates. Of the 66% of these students who are graduating high school, 73% of them are enrolling in any college at all, leaving approximately one third of high school graduates that are enrolling in a four-year college (Source: <http://erdcdata.wa.gov/>, P20 Reports on Washington Public High School Graduates). These are the students Summit Seattle #2 plans to serve, helping the district achieve its vision that "every student graduates prepared for college, career, and life" (p. 2, Seattle Public Schools Strategic Plan, 2013-2018). By offering 6th through 12th grade, Summit Seattle #2 will offer students the opportunity to begin taking advantage of Summit's college preparatory continuum even earlier.

The students of South Seattle are incredibly diverse, in terms of race, ethnicity, socioeconomic status, level of preparation, and more. Two thirds of students are eligible for free or reduced-price lunch, 15% are classified Special Education, and 13% are English Language Learners. The racial breakdown is as follows:



## Educational Plan and School Design

Summit Seattle #2's education program will be modeled after the successful program developed over the last 12 years by Summit Public Schools. Summit Public Schools and Summit Seattle #2 fundamentally believe that every single one of the students of South Seattle can be successful in a four-year college. To achieve this goal with such a diverse student population, Summit educators have built upon the work of, and partnered with, top research institutions across the country to develop a framework for understanding and preparing for college readiness.

1. **Cognitive Skills:** Deeper learning, critical thinking, communication, problem solving skills, and more needed to succeed in and engage with today's world.
2. **Habits of Success:** Social, personal, and interpersonal skills needed to succeed in college and the working world.
3. **Content Knowledge:** Information that must be learned in a variety of disciplines.
4. **Real World Experiences:** Structured opportunities for students to engage with the world to discover their passions and apply what they have learned in an authentic environment.

Summit Seattle #2's yearly calendar, daily calendar, and academic curriculum are designed to develop these four areas in all students. Extensive rubrics (included in **Attachment 3**) accompany each element to help teachers constantly track and measure students' performance across a range of standards. Through almost 40 days of professional development each year, Summit Seattle #2 provides training in a wide variety of instructional strategies, allowing teachers to pull from an enormous toolkit of such strategies to best meet the needs of individual students. Teachers identify and use unique instructional methods and assessment strategies that best suit

the teaching and learning in which students are engaged throughout the day. Some of the strategies used most by Summit Seattle #2 teachers are projects, group work, and personalized learning time utilizing a combination of online and in class resources, peer-to-peer coaching and 1:1 tutoring. By constantly collecting and analyzing data through a robust assessment system, teachers will have access to information about how each student is progressing through each class. This allows teachers to create lessons that are accessible and challenging to every single student, and responsive to each student's individual learning needs.

## Community Engagement

Summit Seattle #2's model was developed around the fundamental premise that students, families, and the community are integral to a school's success. Summit has begun what will be almost three years of deep community engagement before Summit Seattle #2 even opens its doors. Summit Public Schools has hired a local educator and leader, Ms. Jen Davis Wickens, to oversee the successful opening of Summit Seattle #2, and she and the school's Executive Director ("ED", Summit Seattle #2's equivalent of a Principal) will spend the year before the school opens continuing to connect with the community to more deeply understand its unique needs. We have met with dozens of community-based organizations, political leaders, community leaders and parents in South Seattle, including conducting several well-attended community meetings. These meetings have generated letters of support and interest in visiting Summit's schools in California. Summit Public Schools has also launched a Summit WA Ambassador program, which brought a diverse group of Seattle leaders and community members, including parents and students, to Summit's schools in California to learn first-hand about Summit's approach, share what they saw with their community, and then be Summit Seattle #2's ongoing partners in translating Summit's success in California to South Seattle.

## Grades Served and Growth Plan

Summit Seattle #2 will start with ~105 students in both 6th and 9th grade in the fall of 2016 and grow to serve grades 6-12 by the 2019-20 school year. This slow rollout will allow the school's faculty to cultivate a strong school culture that will be established with the founding grades and shared with students who enter in subsequent years. The school's small size will ensure that every student is known by each member of the faculty.

## Operations and Governance Objectives

Summit Public School and SPS-WA will monitor Summit Seattle #2's progress towards key academic, operational, financial, and governance objectives, including: achieving academic success; parent, student, and faculty satisfaction; enrollment; ensuring that the leadership is in place to execute on the mission; meeting compliance requirements; ensuring that the school is legally strong; effective and responsive governance; effective use of funds; and ensuring that funds are budgeted, accounted for, expended, and maintained appropriately.

**Summit Public Schools reserves proprietary rights to the ideas, writings, items, or samples included in this application that have been developed by Summit Public Schools.**

## Attachments

1.1	<a href="#">Attachment 36</a>	Jen Davis Wickens, 5/15/15 6:31 PM	PDF / 2.407 MB
1.2	<a href="#">Attachment 02</a>	Jen Davis Wickens, 5/15/15 6:30 PM	PDF / 4.735 MB



1.3 [Attachment 01](#)

Jen Davis Wickens, 5/15/15 6:29 PM

PDF / 592.569 KB

# EDUCATIONAL PROGRAM DESIGN AND CAPACITY

## 2. Program Overview

### Overview of Design Elements

Summit Seattle #2 will build on the success of the program developed over the last 12 years by Summit Public Schools. As Summit has grown, it has taken its highly effective educational program as a foundation, learned about new communities, tailored its model to fit those unique needs, and then experienced significant success in those new communities. Summit's model has shown fidelity across multiple and distinct communities as demonstrated in **Section 31**. The primary purpose of the school will be to prepare every student for success in college, career and life, and to be contributing members of society, and the program is designed to drive towards that goal. The following elements are central to the design of our program:

- We value **diversity** in our student body. We believe that one of the most powerful schooling options for all students is in diverse schools with a rich mixture of student backgrounds, cultures, languages and living experiences.
- We are a **small and safe school** with a strong community that knows and respects each other. Every student has meaningful relationships with their classmates as well as their teachers. Our teachers and school leaders take time to build authentic relationships with each of our students so that they are connected to the community.
- We create a **personalized experience** for our students. What this means is that from the time they arrive at Summit, we start understanding their goals, aspirations, and dreams. We discuss with them what goals they have and then create a personalized learning plan based on that. Their daily actions all drive towards getting them from where they are to where they want to be. In the PLP, students, with guidance from their mentors and parents, set learning and personal growth goals, track progress, receive immediate feedback and are able to access all learning resources at any time. The PLP is designed to be a dynamic tool that students, families and teachers alike interact with on a daily basis to a student's progress towards his or her goals. With that information, students can focus their learning efforts every single day, taking personal responsibility for their own learning and success, and parents and teachers can offer support and coaching in the most appropriate ways. Thus, the PLP is designed to be responsive to the needs of South Seattle students who come to Summit Seattle #2 with a wide-ranging set of strengths and needs. Summit has learned with over a decade of experience that a personalized learning environment in which students are empowered to drive their own learning is the best way to meet the individualized needs of a heterogeneous and culturally diverse student body.
- At Summit Seattle #2, students drive their own learning and develop habits of **"Self-Directed Learners"** ("SDL"), following an SDL cycle as they tackle the challenges they face in school every day. Success in today's job market requires taking a great deal of initiative and ownership of one's own process, reflecting when things do not go according to plan, and adapting to a changing environment as one learns more about it. The SDL cycle that students learn and practice is based on these principles. It requires students to set learning goals (with their mentor), create a plan for achieving those goals, execute against that plan, show what was learned, and finally reflect on the entire process to understand how it can be done better in the future.
- We are a **1:1 school**, and thoughtfully use computers and technology as tools that can support personalization, engagement with the world and information beyond the walls of our

school, and prepare students for 21st century careers and life.

- Our faculty serve as **mentors** who have a cohort of students with whom they meet weekly and individually, providing the support students need to achieve their goals. Mentors serve as college counselors, coaches, family liaisons and advocates, ensuring our students are excelling inside and outside of the classroom every day.
- We have a **rigorous, college-prep curriculum** where 100% of our students meet and exceed 4-year college entrance requirements. We also prepare our students with the **life skills, habits and character** to thrive at college and beyond. Our students are innovators, creators and problem-solvers. They also become self-directed learners who are able to drive their success.
- Recognizing that there is not single pedagogical strategy that will work best for a diverse range of learners, we employ a **range of instructional methods** that are considered best practices in the field and provide opportunities for all students to learn academic content at high levels of conceptual understanding. (Additional details on these strategies can be found in the *Curriculum and Instructional Design* section.)
- We use an **assessment system** that accurately measures students' knowledge or skills relative to standards and provides immediate, actionable feedback to teachers, students, and families, always with an eye towards where students are and where they need to go. (Additional details on our assessment system can be found in the *Student Performance Standards* section.)
- We have a **world-class teaching faculty** who come from the nation's top teacher preparation programs. We ensure there are high-performing teachers in every classroom, every day who deeply care about, and believe in, our students. As detailed in **Section 24**, they receive extensive training, including in cultural competence.

## Educational Program Terms

Summit Seattle #2 has identified five educational program terms (programmatic components that will enable the Commission to validate the program objectively).

1. Every Summit student has a dynamic Personalized Learning Plan and is able to access all of the learning tools and resources they need at any time.
2. Every Summit student has at least one adult mentor and coach, who individually supports them to set goals, make a plan to achieve those goals and develop in their Habits of Success. A mentor also serves as college counselor, coach, family liaison and advocate.
3. All Summit students engage in real-world experiences that allow them to apply their knowledge and explore their passions.
4. All Summit students are provided a college prep curriculum that meets or exceeds four-year college entrance requirements.
5. All teachers are supported to be high-performing with over 30 days of professional development built into the school year.

## Attachments

--- No Attachments ---

## 3. Curriculum and Instructional Design

### Research-Based Instructional Design Framework

As discussed above, Summit Seattle #2's instructional design framework centers around the four elements of college readiness, and will be modeled after the framework developed by Summit Public Schools. Each element contains skills or content that is required for success in college and to become thoughtful, contributing members of society.

The elements and the skills within them have been created by Summit educators in partnership with top research institutions, and they are aligned to the Common Core State Standards and other state and national standards. Summit educators have spent over a decade *looking out* at academic research about student learning, the creation of highly-engaged learning organizations, and college and career readiness, as well as *looking in* by collecting and analyzing student data to identify which skills lead to the most success in college. A list of partners, standards, and research utilized in the creation of Summit's Content Guides, Cognitive Skills Rubrics, and Habits of Success Continuum can be found in **Attachment 4**.

An internal assessment system has also been created by Summit educators that aligns with the skills rubrics, allowing teachers to measure students' progress along each skill or standard and tailor their instruction to each student's learning needs. The framework is ideally suited for a diverse student population, like the one Summit Seattle #2 intends to serve, since it allows for great levels of personalization to address each student's particular needs, while holding all students to the same high expectations and level of accountability. Taken together, the skills and content outlined within each element describe the expected outcomes for students. **The four elements of college readiness are:**

- **Cognitive Skills:** These thinking skills are *what we do with information*, and they require time, practice, and repetition to develop and to hone. Cognitive skills require different methods of assessment than do content knowledge since they are developed over time. The assessment of cognitive skills is not binary, like content knowledge, but rather placed on a continuum. Students will be developing these cognitive skills in all subjects through project based learning, and student work will be assessed via performance tasks.
- **Habits of Success:** These are commonly referred to as the “non-cognitive skills” or “psychological factors” in learning. They include self-awareness, self-management, social awareness, relationship management, and decision making skills. A growing body of research validates the necessity of developing these habits of success in students: not only will self-aware, socially adept, and goal-oriented students be more successful college students, but they will also be capable of living more fulfilled, financially secure, and productive lives. Instilling the Habits of Success in our students underpins every adult interaction with students at Summit Seattle #2.
- **Content Knowledge:** This is the information that students learn in school. For example: How many sides does an octagon have? What are three commonly-accepted causes of WWII? Define *imagery*. Assessing content knowledge is relatively straightforward, since students either know it or they don't. However, since students are likely to be at varying levels of understanding, teachers must differentiate lessons so that each student can have the personalized experience they need to best learn the material.
- **Real World Experiences – Expeditions:** These authentic, real-world experiences are assessed on a student's investment in the experience itself. Through Expeditions, they practice cognitive skills and habits of success in rich, varied ways. Some examples of courses include Drama, Psychology, Financial Literacy, Business and Investing Basics, Mock Trial, and Nutrition & Cooking.

## Course Outcomes

Summit Seattle #2's student outcomes are designed to align with the school's mission. They are based the rubrics that describe college readiness discussed above, and are aligned with

Washington State standards for high school graduation and our framework for college readiness. By completing these expected outcomes, students will have demonstrated competence in the skills and content required to succeed in college. Expected outcomes for each class comprise of two parts: mastery of cognitive skills and proficiency on content knowledge.

Upon graduation, Summit Seattle #2 students will have demonstrated mastery of more than 36 cognitive skills, which indicate their ability to be self-motivated, competent, and lifelong learners. These cognitive skills are taught throughout the curriculum, and can be placed into the following general categories:

- Speaking/Listening
- Textual Analysis
- Using Sources
- Inquiry
- Analysis & Synthesis
- Composing/Writing
- Products & Presentations

Each category contains specific cognitive skills, and a rubric was created to measure students' progress on every one of the 36 skills. Each skill has eight descriptors to help teachers assess students' progress across the cognitive skills continuum and to inform the grading process for student projects, as shown on the Cognitive Skills Rubric included in **Attachment 3**.

In addition to demonstrating mastery in these cognitive skill domains, students will demonstrate mastery of important content standards, which align with the Common Core State Standards and Washington state standards, in the subjects listed in **Attachment 5**, Exit Standards.

Just as Summit educators identified skills that must be learned for a student to be college-ready, they similarly specified all of the necessary Content Knowledge in Content Guides for each course, which are aligned with the Common Core State Standards and applicable state standards. Using structures such as the Personalized Learning Plan ("PLP") tool (*discussed below*) and a common assessment plan, students and teachers are able to assess student proficiency on all content on a constant, instantaneous basis as shown in the Sample Scope and Sequences (**Attachment 3**).

## The Learning Environment

Summit Seattle #2's learning environment - based on the work of respected research institutions as described in **Attachment 4** - revolves around four key characteristics:

**Classroom-Based Instruction:** Students are expected to attend school daily, following a prescribed schedule. Optional additional supports will be offered before and after school hours. Students also have opportunities to pursue additional educational opportunities, for example in community college courses, distance learning on-line, and with community organizations and internships (see "Expeditions Program" described in the *Supplemental Programming* section).

**Personalized:** Research from Linda Darling-Hammond and others shows that small schools allow students and teachers to develop more intensive, long-term relationships that enable better conditions for teaching and learning. These relationships, which allow teachers to understand their students' unique backgrounds, are central to the creation of a personalized learning environment. This personalized environment is supported by a small school size (~712 students) and low student to teacher ratio. The average teacher will see ~125 students every day and ~28 students per class. Additionally, all Summit Seattle #2 students have a mentor who supports them in setting



and meeting their learning and performance goals. Students lead weekly 1:1 conversations with their mentor, track their academic progress and receive coaching on their self-directed learning skills (see more below). Mentors serve as college counselors, coaches, family liaisons and advocates, ensuring their mentees are excelling inside and outside of the classroom every day. This mentor deeply knows and understands each student's background and family, allowing him or her to provide personalized support and guidance in a truly culturally responsive way given the diverse needs of South Seattle students.

**College preparatory:** Summit Seattle #2 will have high expectations for each and every one of its students. Classes will be untracked, and all graduates from Summit Seattle #2 will exceed all academic entrance requirements for public, 4-year college and university admissions in both Washington and California. It is expected that a significant percentage of Summit Seattle #2's population will be first-generation college students and our program will assist them in building relevant skills and goals, while fully preparing every student for college entrance and success. Through classroom activities, small groups, and individual counseling, students will clarify why they want to go to college, and what kind of institution of higher education will be a good match for them. They will learn how to find information about colleges and schools that match their goals, write and submit their college applications, and develop habits that will help ensure a successful experience at the college of their choice. They will explore career options of interest to them, find out about the prerequisite knowledge and skills needed for particular careers, and develop job search and workplace skills.

**Coherent and tailored to meet various learning needs:** Summit Seattle #2 will tailor its environment to best suit the kinds of learning we are asking of students. Some examples of this alignment between learning needs and learning environment are:

- We require that every student develop literacy skills, so Summit Seattle #2's schedule will include 30 minutes of school-wide reading each day.
- We ask students to drive their own learning by setting, demonstrating, measuring, and reflecting on progress towards goals, a skill that is best developed through 1-on-1 coaching. Hence, students have 1-on-1 meetings with their mentor each week.
- We know that students can best acquire content in a multi-modal, on-demand manner when they are ready for it, so Summit Seattle #2 students will have at least 8 hours of Personalized Learning Time ("PLT") each week.
- We know that mastery of cognitive skills is critical to success in college, so the vast majority of class time is devoted to skill development through teacher-facilitated projects.
- We realize that some skills and content are best learned through real world experiences and practical application, so Summit Seattle #2 students will have 8 weeks of Expeditions per year.

See the *School Calendar and Schedule* section for more detail on each of these elements of Summit Seattle #2's school environment.

## **Instructional Strategies**

Summit Seattle #2 recognizes that there is no single pedagogical strategy that is best for all students, especially the diverse range of students from South Seattle. Summit Seattle #2 teachers will employ a range of instructional methods that are considered "best practices" in the field and supported by the most current educational research. These instructional strategies are currently being used successfully with a diverse group of students in the Bay Area, and they have been adapted to meet the varying needs of different communities in California, just as they will in South

Seattle. This variety of instructional methods will provide opportunities for all students to learn academic content at high levels of conceptual understanding. Some strategies that Summit Seattle #2 teachers will employ are listed below and detailed in **Attachment 4**.

- **Differentiated instruction**, which generates multiple avenues for students to show what they know with various modes of assessment. Summit Seattle #2 will employ many structures to help teachers differentiate their instruction, from the daily and weekly schedules, to the physical layout of space, to curriculum delivery and assessment methods.
- **Project-based learning**, where students go through an extended process of inquiry in response to a complex question, problem, or challenge. Projects link curriculum content with students' real world experiences, making learning more relevant and valuable to their lives outside of school.
- **Complex Instruction / Facilitated Group work**, which aims to provide academic access and success for all students in heterogeneous classrooms by using group work in which students take on real world roles and complex problems with multiple solutions and entry points. Through complex instruction and group work, students learn how to work effectively in teams; how to communicate their ideas to others; and how to help others understand ideas.
- **Socratic Seminars**, a formal discussion, based on a text, in which the leader asks open-ended questions, which helps students develop communication and interpersonal skills and other important habits of success.
- **Interdisciplinary Curriculum**, which integrates various core curricular areas and helps a diverse group of students understand topics that may not otherwise seem relevant to them.

## Curriculum

The curriculum at Summit Seattle #2 will offer a foundation of academic content knowledge and poise students to enter a college or university with the academic literacy and cognitive skills required for post-secondary education.

The core curriculum will include more courses than the minimum required to meet Washington State high school graduation requirements. Students will be required to demonstrate mastery of standards in six core academic subject areas: English Language Arts, history/social sciences, mathematics, the natural sciences, language other than English, and visual and performing arts. All courses offered at Summit Seattle #2 in the core subject areas will be approved to meet Washington and the school's graduation requirements, and they will exceed the minimum requirements for public, four-year colleges and universities. All courses required for high school graduation will be offered, and core courses will be approved by the University of Washington System to meet their minimum entry requirements. Summit Seattle #2 will comply with all state requirements regarding WA State History & Governance and Physical Education/Health. All Advanced Placement Courses will be approved by the College Board. Revisions to the list of courses offered by Summit Seattle #2 will be made based on a continual improvement process that involves analyzing student performance data and educational trends to determine how the curriculum can best meet the needs of the student population and align with the mission of Summit Seattle #2. Additional information on Advanced Placement Exams and Outside Courses can be found in **Attachment 3**.

The focus of the curriculum will be rigor and relevance, with a dedication to meeting the needs of the heterogeneous student population of South Seattle. Summit Seattle #2 recognizes the importance of regular physical activity in adolescent development, as well as a strong understanding of health/wellness. Through our Expeditions program and students' use of their PLPs, Summit Seattle #2 students will practice healthy and active behaviors. Upon completion of Summit Seattle #2's graduation requirements, students will have exceeded the University of

Washington’s minimum entry requirements, plus those for the University of California system, the California State University system, and most liberal arts college.

### Integrated Technology

Technology will be used as a tool to personalize learning throughout a student’s experience at Summit Seattle #2. Summit Seattle #2 will be a 1:1 computing environment, empowering students to focus on the content that is most appropriate for their preparation level. Advanced students can access a greater depth of information to push their learning beyond the requirements, while struggling students will have the opportunity to individually focus on areas where they are having the most difficulty. At the same time, it will give Summit Seattle #2 teachers greater range and flexibility in designing highly effective, differentiated experiences for students. Finally, students will learn technological proficiency skills such as word processing, graphic design, spreadsheets, slide presentation, and internet research, within their core academic subjects.

### Instructional Materials

Summit Seattle #2 will use a wide variety of instructional materials that will be delivered in modular, “On Demand” ways. Each content delivery tool, whether a textbook, a multi-media resource, or an online resource, will be curated in one place for students to access in the way that best suits their learning style and cultural background. Thus, students and teachers can pick the content delivery method that works best for them from a variety of resources. Rather than relying solely on textbooks, this method allows us to be multi-modal in meeting the differing needs of all students. It also allows us to leverage technology to decrease costs while increasing efficiency and effectiveness of content delivery tools. Rather than simply being deliverers of content, teachers will be expected to select and cultivate the most appropriate content for their subject (see **Attachment 3**).

## Attachments

3.1	<a href="#">Attachment 04</a>	Jen Davis Wickens, 5/15/15 6:36 PM	PDF / 367.838 KB
3.2	<a href="#">Attachment 03</a>	Jen Davis Wickens, 5/15/15 6:35 PM	PDF / 2.798 MB

## 4. Student Performance Standards

### Performance Standards

All Summit educators have agreed on what student outcomes are valued, and they have agreed to measure those outcomes in a consistent manner with a common assessment plan. Thus, every single class at Summit Seattle #2 will build towards those outcomes, which are defined in the Content Guides, Cognitive Skills Rubric, and Habits of Success Continuum (see **Attachment 3**). The guides and rubrics give Summit Seattle #2 teachers a measurable way to gauge student progress towards these outcomes. These performance expectations are attainable and realistic because every single course at every grade level at Summit Seattle #2 is designed to move students towards mastery on each dimension on the rubric/continuum. Every piece of content and every skill is aligned with Common Core standards and all applicable state standards, and they describe a college-ready student.

### Assessment System

Since Summit's definition of college readiness is especially detailed and comprehensive, we need an equally robust assessment system to measure students' progress towards their goals. Summit's assessment system brings the skills rubrics and content guides together by measuring students' progress across all of the standards that describe college readiness, thereby allowing teachers to differentiate their instruction and provide each student with exactly what they need to continue towards mastery. To do this, the assessment system must always (1) accurately measure students' knowledge or skills relative to standards and (2) provide immediate, actionable feedback to teachers, students, and families, always with an eye towards where students are and where they need to go. A student's Personalized Learning Plan ("PLP") serves as this real-time, authentic tool for reporting and communicating progress.

In partnership with SCALE, which is responsible for the creation of the Smarter Balanced performance tasks, all Summit schools have developed and collectively agreed upon a common assessment system. This allows Summit educators to compare data across classrooms and schools to further inform best teaching practices. These common assessments will be standardized by the experienced Academics Team in the CA Central Office, with input from all campuses, including Summit Seattle #2. Grades will also be standardized across classrooms and campuses based on a common understanding of "mastery." All teachers will spend time during their professional development periods, which occur every 4-6 weeks, analyzing data about the assessments they have been giving. This continuous analysis will ensure that the assessments continue to be accurate measures of what they were designed to assess.

Summit Seattle #2's Executive Director ("ED") and teachers will be provided with rich data packets assembled by Summit's Central Office Information Team each week to discuss during team meetings and to inform their teaching strategies. The packets contain detailed results for every assessment that every student takes, compiled into reports to provide teachers with the most useful information. The Information Team also provides coaching to individual teachers and entire school faculties on the best ways to use data to inform their teaching practice.

### **Content Assessments**

Content assessments measure and report specific information about the content on which students have shown proficiency. All students will take many content assessments every week so that they, their parents, and their teachers have accurate and actionable data to inform and target their learning and teaching strategies. The relevant content for each subject is broken down into individual standards and described through the "guides" seen in the previous section. It is also on each student's PLP, which is also accessible by their parents. Students and parents will regularly view the PLP to see exactly which standards they need to work on (red boxes) and which ones they have completed (green boxes), as seen in the screenshot below. As with our skills assessments, these standards are aligned with the Common Core State Standards and all relevant state standards.

The screenshot displays a 'Personalized Learning Plan' dashboard. At the top, there are navigation tabs: 'Personalized Learning Plan', 'My Dashboard', and 'My SDL Cycle'. Below this, there are filters for 'Current Projects', 'This Year', 'My Learning Continuum', and 'My Projected Grades'. The main area shows four project cards:

- Bioremediation**: Due on: Oct 18 2013, Courses: Biology. Supporting content includes: Photosynthesis vs. Cellular Respiration, Human Impact on the Environment, Food Webs and Energy Pyramids, Cells, Carrying Capacity, and Bioaccumulation.
- French Revolution DBQ**: Due on: Nov 1 2013, Courses: Modern World 1. Supporting content includes: Photosynthesis vs. Cellular Respiration (with an 'Open playlist in Activate' button), FRENCH REVOLUTION: Beginning and Middle Events (10.2.4), FRENCH REVOLUTION: Rise and Fall of Napoleon/ Nationalism (10.2.4) (10.2.5), and FRENCH REVOLUTION: Context and Causes (10.2.4).
- Literary Analysis Paragraph**: Due on: Dec 5 2013, Courses: English 9. Supporting content includes: Theme 2, Syntactical terms 1, Punctuation 3a, and Point of view 3.
- Mosaics**: Due on: Nov 15 2013, Courses: Algebra 1. Supporting content includes: Representing Functions and Linear Functions.

## Skills Assessments

Skills, unlike content, cannot be measured in a binary manner. Skills are measured along a continuum. Summit created the Cognitive Skills Rubric to identify all of the academic skills necessary for college. The Rubric is a continuum that describes mastery of skills at every level (e.g., passing 9<sup>th</sup> grader, college ready, pre-professional, etc.). The skills on the rubric align with the Common Core State Standards and other applicable state standards. The complete Cognitive Skills Rubric can be found in **Attachment 3**.

To best allow students to demonstrate their learning along this skills continuum, each skills assessment asks students to create products through structured project based learning. The products are called “performance tasks,” and they are measured against the Cognitive Skills Rubric. For example, a science teacher may assign a project that focuses students on the cognitive skill of Interpreting Evidence within the content strand L.04.07 Photosynthesis and Cellular Respiration, where the performance task is a lab report. The categories that performance tasks fall into, and samples of performance tasks, are included in **Attachment 31**.

This differentiated type of assessment will allow the diverse group of students from South Seattle to demonstrate mastery in various ways that best suit their individual backgrounds, while pushing them to get better on all types of assessment.

## External Assessments

Summit Seattle #2 students will take all of the necessary state required tests each year, such as the End of Course exams for Math and Science and the Reading and Writing High School Proficiency exams, as described by the Office of the Superintendent of Public Instruction. Summit Seattle #2 will also administer the Smarter Balanced series of assessments as the state adopts them for high school students. Summit students will also take exams required or recommended for college admittance, such as the SAT, ACT, and several AP tests.

## Grading and Promotion

Summit Seattle #2's grading and promotion system will be a competency based progression, designed to incentivize learning and growth, truly represent college readiness, and provide a clear and achievable bar for passing each course. Students will progress from standard to standard as they achieve proficiency on them, with teachers providing appropriate coaching, scaffolding, and support to help the students stay on pace to meet each year's requirements.



Students will be graded and promoted from one grade to the next based on their demonstration of mastery in the necessary skills and content for each course, as described by the content guides and skills rubrics and through the assessment system described above. Traditional categories such as “participation” or “homework” are not represented in the grade. To earn passing grades, students must show content acquisition and skills development.

To pass a course with a 70% (C-, the minimum standard of college readiness required to graduate), students must accomplish all three of the following :

- 1.) **Score** 80% or higher on all “need to know” Content Assessments assigned to the course (measure of content acquisition).
- 2.) **Average** 70% on all Performance Tasks in a course (measure of skills acquisition).
- 3.) **Complete** all Performance Tasks in a course. “Complete” is defined as “of a quality indicating the student authentically attempted to complete the entire project.”

These requirements will be clearly communicated to students and families through the Handbook, which is distributed annually at the beginning of the school year, in mentor check-ins, and in family meetings to review each student’s PLP. Students will be able to easily see, on their PLP, what grade they are on track to receive in each course based on their completed content assessments and their progress on performance tasks. The PLP will help students identify specific ways to increase their grades. All Summit Seattle #2 faculty members will learn how to motivate students around this manner of grading and promotion in their professional development sessions.

## Attachments

4.1	<a href="#">Attachment 31</a>	Jen Davis Wickens, 5/15/15 6:40 PM	PDF / 272.774 KB
4.2	<a href="#">Attachment 05</a>	Jen Davis Wickens, 5/15/15 6:39 PM	PDF / 230.81 KB

## 5. High School Graduation Requirements (High Schools Only)

### Overview

Summit Seattle #2’s graduation requirements are informed by the definition of college readiness. Students will move from class to class and then graduate via a competency based progression on the Content Guides, Cognitive Skills Rubric, and Habits of Success Continuum. Students must demonstrate mastery in the skills and content necessary to succeed in college to be eligible for graduation. The skills and content required to succeed in college will be taught through a series of required courses, through which students will earn credit hours. The school will meet the state graduation standards by ensuring students take and pass the required courses and additional requirements detailed below.

### Required Courses

To be eligible for graduation from Summit Seattle #2, students must complete the following number of year-long courses in these subjects with a grade of C- or better.

- 4 History / Social Science
- 4 English
- 4 Mathematics
- 4 Science (3 Laboratory)
- 3 Language other than English
- 1 Visual and Performing Art
- 1 Occupational Education, e.g., through Expeditions

They must also receive credit for the following number of year-long courses or equivalent experiences.

- 4 Elective, through a robust set of Expeditions offerings (see *Supplemental Programming* section for a list of possible Expeditions courses)
- 4 Physical Activity, e.g., through Expeditions

These required courses exceed the minimum state and district requirements for high school graduation and the minimum requirements for public, four year colleges and universities.

### **Additional Requirements**

To be eligible for graduation, Summit Seattle #2 students will complete a “Culminating Project” and “High School And Beyond Plan,” as defined by the Office of the Superintendent of Public Instruction, either during their Expeditions sessions or as part of their PLP, with their mentor. Students will also complete all State Testing Requirements. Summit Seattle #2 will utilize the OSPI’s “Graduation Checklist” tool, in conjunction with students’ PLPs, to ensure that each student is on a graduation track.

In completing these projects, Summit Seattle #2 students will explore their values, ethics, interests, passions, talents, and visions for the future. They also will consider the contributions they would like to make in the world. Based on these in-depth analyses, students will develop more meaningful aspirations that will help them to set specific goals and action plans for their education, career, personal relationships, and contributions to their community. Understanding oneself and setting clear goals creates a natural motivation to learn, as well as a foundation for success, which will support students throughout their lives.

### **Reporting**

The purpose of student transcripts is to provide relevant information to colleges. Therefore, Summit Seattle #2 will compile student transcripts by summarizing a student’s relevant academic information including individual class grades, a grade point average, and attendance record. GPA’s will be calculated using a 0-4.0 scale, and will be an average of the grades a student received in all courses taken at Summit Seattle #2.

Report cards are meant to convey useful information to parents, such that they can respond appropriately and hold their children accountable. To that end, the PLP, which contains all relevant information about a student’s progress, will be delivered to parents periodically.

### **Systems for Students At Risk of Dropping Out and/or Not Meeting Requirements**

Summit Seattle #2 will utilize tools such as the PLP to monitor each student’s progress towards the graduation requirements. With this constant, up-to-date information, teachers and parents will be able to identify early if a student is not on track to meet graduation requirements. In these cases,

teachers and parents will take immediate steps to support the student in getting back on track, and they will continue to monitor the student's progress. These supports are detailed in the five-tiered chart in the *Special Populations and At-Risk Students* section, and include peer tutoring, additional mentor support, before- and after-school teacher office hours, and more. Since each Summit Seattle #2 student will have a mentor with whom he or she has regular check-ins conversations, students at risk of dropping out for non-academic reasons will also be identified. All Summit Seattle #2 students will be known by several adults who meet regularly to discuss each student's well-being, therefore facilitating immediate detection and reaction to the needs of struggling students.

## Attachments

--- No Attachments ---

## 6. School Calendar and Schedule

### Annual Schedule

Summit Seattle #2's annual schedule is designed to support the school's goal of preparing a diverse group of students for success in college and life. Each element of the schedule serves a purpose within the four elements of college readiness framework. Each year, students will have at least 180 days of instruction, totaling at least 1,000 instructional hour for students in grades 6-8 and 1,080 instructional hours for students in grades 9-12.[1] Summit Seattle #2's daily and annual schedule is designed to allow teachers to differentiate their lessons and assessment strategies, which is especially important in such a diverse environment as South Seattle. Student's yearly calendars will also include structures to build other skills and school culture, such as Expeditions, Student Orientation, Camping Trip, College Trips, and Family Meetings, explained in greater detail in **Attachment 6**.

### Daily and Weekly Schedule

The school day and week will also be structured in a way that best achieves the goal of college and career readiness. The school day will run from approximately 8am-3pm, though it will be adjusted to meet the specific needs and constraints of the families of South Seattle. There will be extended hours every day before and/or after school that most students will take advantage of to receive extra academic support from teachers or have Personalized Learning Time.

Each day, students will engage with their PLP to determine learning goals and appropriate strategies. A majority of each student's day will be spent engaging in project based learning, facilitated by teachers, in their core courses. Time will also be allocated each week for students to have one-on-one discussions with their mentors to discuss their learning goals and plans. Meanwhile, other students will engage in Personalized Learning Time. There will also be Community Time, Summit Reads, and Summit Solves throughout the week to build other important skills needed for college. Project Time, Personalized Learning Time, Summit Solves, and Summit Reads are all opportunities for students to engage in core subjects such as language arts, mathematics, science, and social studies. Students spend over 275 minutes per day immersed in these subjects. See **Attachment 6** for a sample weekly schedule, which will be adjusted to meet the needs of the community, and additional detail on each element of the weekly schedule.

## Attachments

6.1	<a href="#">Section 6.Footnote</a>	Jen Davis Wickens, 5/15/15 7:20 PM	PDF / 55.813 KB
6.2	<a href="#">Attachment 06</a>	Jen Davis Wickens, 5/15/15 6:40 PM	PDF / 550.004 KB

## 7. School Culture

### School Culture

Research and experience show that the most common predictor of outstanding academic achievement in a school is a culture of high expectations and high support for every student. Summit Seattle #2 believes that having a strong student and faculty culture is the one of the most important ingredients of a successful school. Summit Seattle #2 will invest first and foremost in school culture, recognizing that establishing a strong school culture will lead to academic success.

The culture of the school will be that of a learning community in which each member - faculty and student - works towards a set of individual goals, takes responsibility for the success of their own learning plan, and is nurtured by the community to reach their highest potential.

Summit Seattle #2's culture will embody the core characteristics of the school. Every community member will have a thorough understanding of the **core characteristics** and will strive to be positive role models for others around them. Summit Seattle #2's core characteristics are:

- **Courage:** "Courage is resistance to fear, mastery of fear – not absence of fear." – Mark Twain
- **Compassion:** "How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving, and tolerant of the weak and the strong, because someday you will have been all of these." – George Washington Carver
- **Curiosity:** "The cure for boredom is curiosity. There is no cure for curiosity." – Ellen Parr
- **Integrity:** "Integrity without knowledge is weak and useless, and knowledge without integrity is dangerous and dreadful." - Samuel Johnson
- **Respect:** "If you want to be respected, you must respect yourself." – Spanish Proverb
- **Responsibility:** "The more freedom we enjoy, the greater the responsibility we bear, toward others as well as ourselves." – Oscar Arias Sanchez

To help students model these characteristics, Summit Seattle #2 will employ several school norms, including:

- **"We Work Hard":** Learning is our job. We leave no one behind.
- **"This Is Our School":** Students must love their school and treat it with respect.
- **"We Are Responsible":** We are accountable for our actions and the strength of our community.
- **"Respect Our Community":** Our school is welcoming and safe for everyone.
- **"We Are Reflective":** Our mistakes are expected, inspected, and respected.

In order to make these core characteristics and school norms come alive in the daily culture of the school—including establishing and maintaining the culture among students, teachers, administrators, and parents—Summit Seattle #2 will employ all of the systems and structures described throughout this charter. These structures include student orientation, the camping trip at the beginning of the school year, community time, family meetings, information nights/open

houses, leadership/grade level/course level team meetings (see *Professional Development* section), and PLP discussions. Students who enter the program during the school year will also have opportunities to participate in all of these structures since they occur throughout the year, each year. Additionally, the new student will have likely experienced a “shadow day” during which he or she attended school with a current Summit Seattle #2 student. A mid-year student will also have a Personalized Learning Plan with school culture as a stronger focus.

Summit Seattle #2 will be able to develop and maintain a strong culture based on best practice and 12 years of proven results. This culture is developed by setting high academic and behavioral expectations for every single student, and offering tremendous supports for any student who does not meet those high expectations. This culture is not created by adults alone, as students are a core component of creating and maintaining a school culture. A strong, diverse culture can be undermined by lack of understanding of various students’ backgrounds, needs, and values. Thus, Summit Seattle #2 faculty will address these issues openly and honestly, and they will attend to issues of status whenever they arise.

**Serving Students with Special Needs:** Special student populations, such as Special Education, English Language Learners, and at-risk students, will benefit the most from Summit’s culture of high expectations, high support, and completely untracked program. We hold every student to the same high expectations and support them in the way they need to reach their goals, always taking into account their unique backgrounds. See more about this support in the “Special Populations and At-Risk Students” section.

Typical student and teacher days are described in **Attachment 6**.

## Attachments

--- No Attachments ---

## 8. Supplemental Programming

### Expeditions

The most significant co-curricular program at Summit Seattle #2 is the required Expeditions program, during which students participate in authentic, real world experiences. Expeditions will also serve as another means for students to learn content in the strands of health and wellness, college and career, cultural awareness and the arts, and leadership and active citizenship. These courses will be intensive, hands-on experiences allowing students to explore their passions and interests, investigate careers, learn outside of school from professionals in all fields and industries, and gain essential life and knowledge skills. Expeditions are also an opportunity for students to reconnect with their communities and give back through service projects in a culturally responsive way. Expeditions may take several forms, from a yearlong course covering one subject (for example, to meet a visual or performing arts requirement), to a series of related but unique workshops, to an internship or independent study opportunity, to a community service project. A list of sample courses can be seen in **Attachment 38**.

Students’ learning during Expeditions will be assessed using publishable and publicly presented performances that students will produce. These products will require students to apply their content knowledge, cognitive skills, and Habits of Success to earn passing grades. Expeditions will be the structure through which students complete their non-course related high school



graduation requirements, including the VPA, Health and Fitness, and Occupational Education requirements. Students will also complete the state required “Culminating Project” and “High School and Beyond Plan” during their Expeditions period.

Additionally, it should be noted that the Expeditions program is not taught by Summit Seattle #2 core subject teachers, but rather by full time school employees hired to teach Expeditions. This structure allows for all Summit Seattle #2 teachers to have 8 weeks of structured professional development over the course of the school year. Expeditions staff are funded from Summit Seattle #2’s operating budget. Families are informed of Expeditions through orientation sessions, promotional material about Summit Seattle #2, and the school calendar, since Expeditions are built into the school year.

### Other Supplemental Programming

Throughout the entire school year, before- and after-school extended time will be available to students who want to work on their Personalized Learning Plan or get 1-on-1 coaching from teachers during their Office Hours. This extended time will be an hour every morning and two hours every afternoon. Summit Seattle #2 expects that a majority of students will take advantage of this extended time, based on data from current Summit schools. Families will be informed of this opportunity in the Handbook and during family meetings with the student’s mentor, and struggling students will be strongly encouraged to take advantage of opportunities that exist during extended time.

Summit Seattle #2 is committed to creating additional after-school activities and options. Throughout the first year, the school will develop its sports program, which will be informed by student interest.[1] The school will also offer students the opportunities to create and lead clubs based on their interests, and anticipates building relationships with community partners to support these activities during the first year of operation.

Summit Seattle #2 may also offer opportunities for students to continue learning over the summer, such as “Summer of Summit,” a program that combines professional development for teachers with engaging learning opportunities for students as described in **Attachment 38**.

Students’ mental, emotional, and social development and health needs will be met through Community Time, mentor one-on-one check-ins (see **School Calendar and Schedule**), and in various ways detailed in the **Special Populations** section.

### Family Outreach

Summit Seattle #2 is committed to ensuring that all students and families understand and take advantage of the array of opportunities available to them – especially those students that need them most – and will use all available and appropriate means to inform families of upcoming opportunities in a culturally responsive manner. This 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.

## Attachments

8.1	<a href="#">Section 8.Footnote</a>	Jen Davis Wickens, 5/15/15 7:21 PM	PDF / 38.51 KB
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## 9. Special Populations and At-Risk Students

### Overview

Summit educators have developed and refined an entire school model that attempts to meet the needs of all learners, regardless of prior preparation or specific needs. Summit Seattle #2 also recognizes its legal and ethical requirements to best meet the needs of all learners, specifically for students identified as having special needs, who are English Language Learners, who are gifted, or who are at risk of academic failure or dropping out.

Summit Seattle #2 will always be in compliance with all applicable state and federal laws regarding the provision of services to special populations and at-risk students, including Section 504 of the Rehabilitation Act, The Americans With Disabilities Act, The Individuals With Disabilities in Education Act, The Revised Code of Washington, and The Washington Administrative Code. Summit Seattle #2 intends to provide special education instruction and related services in accordance with federal and state law.

Summit Seattle #2's mission is to prepare every single student for success in college and life. There are no exceptions to this mission. All adults in the Summit Seattle #2 community believe that it is their responsibility to help every Summit student to achieve this goal. To that end, all of the structures and systems discussed in the academic program description are designed to provide each and every student with exactly the right type of instruction or support, based on their individual level of preparation and learning needs. Summit Seattle #2's commitment to constantly collecting and reporting data will allow teachers to identify students that are struggling immediately, rather than long after the ideal time to intervene. The high levels of differentiation, structure, and targeted support that are the highlights of many schools' programs for struggling/at-risk students are a key part of Summit's model for all students.

Summit Seattle #2 recognizes the need to be especially thoughtful about how to support the most at-risk learners. Summit Seattle #2's robust assessment system will ensure that all struggling students will be identified early, so that appropriate steps can be taken to ensure they are provided the supports they need, and all students will meet weekly with their mentor to discuss their Personalized Learning Plan ("PLP") and choose appropriate goals and strategies with regards to his or her specific learning needs. Summit Seattle #2 will always aim to provide all special needs students with what they need in the least restrictive environment possible, following an "inclusion" model for providing services in class. For example, Summit Seattle #2 will encourage co-teaching, collaboration between Special Education teacher and core teachers, small group work, etc., all based on students' individual needs. Summit Seattle #2 will offer a range of differentiated structures in the regular academic program to meet the unique needs of all students. All interventions and supports will be provided to and accessible by students throughout the course of their regular school day, as they need it, rather than in exclusive "support classes" for special needs students. Extra support can be accessed by students during the "extended day" time before or after regular school hours. Supports needed by struggling students will, for the most part, be provided to them in their regular classes. For example, a resource specialist (special education teacher) may "push in" to classes with high-needs to offer extra support to those students and teachers. As necessary, "pull out" classes will also be provided for students who need the extra support. SPS-WA has also partnered with the Seneca Center for Children and Families, a leading innovator in the field of community-based and family based service options for students, to gain a deep understanding of the expected student population and its unique needs, for the purpose of tailoring the school's program to meet those needs.

## Expected Student Population

Summit schools generally serve an equal or higher Special Education population than the districts in which they reside. Through innovative use of mainstreaming, resource classes, and school-wide support systems, special student populations at Summit schools thrive. All Summit special education students take the mainstream college prep course load (in some cases, with modifications), and they have college acceptance rates above 95%, just like their fellow Summit graduates. The course scope and sequence, daily schedule, staffing plans, and support strategies and resources that Summit Seattle #2 will utilize are modeled upon those used at all Summit schools. Since the expected special needs student population of Summit Seattle #2 (depicted in table below) is comparable to that of other Summit schools in California, Summit Seattle #2's founders believe its program will adequately serve the diverse needs of the students of South Seattle.

	<b>Free and Reduced Price Meals</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Foster Youth Served</b>	<b>Section 504 Students</b>
<b>South Seattle</b>	67%	13%	15%	0.7%	0.5%

## Students With Disabilities

Summit Seattle #2's robust collection and analysis of data will allow us to identify struggling students quickly and accurately, such that teachers can develop effective responses that will be determined, delivered, and monitored with equal speed and accuracy.

The following provisions summarize the manner in which Summit Seattle #2 will serve its students with disabilities:

- It is understood that all children will have access to Summit Seattle #2 and no student shall be denied admission due to disability.
- Summit Seattle #2 shall comply with the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act ("Section 504") and the Americans with Disabilities ("ADA").
- Summit Seattle #2 shall be solely responsible for compliance with Section 504 and the ADA.
- Summit Seattle #2 agrees to implement a Student Study Team ("SST") Process, a regular education function, which shall monitor and guide referrals for Section 504 and special education services.

## Section 504 of the Rehabilitation Act

Summit Seattle #2 recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Summit Seattle #2. Any

student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the School. All facilities of the Charter School shall be accessible for all students with disabilities in accordance with the Americans with Disabilities Act.

A 504 team will be assembled by the Executive Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities, as well as other tests and evaluation materials.

The final determination of whether the student will or will not be identified as a person with a disability who requires accommodations under Section 504 is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

## **Staffing**

All special education services at Summit Seattle #2 will be delivered by individuals or agencies qualified to provide special education services as required by state and federal law. Summit Seattle #2 will be 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. The School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Summit Seattle #2 students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists. Resource specialists at Summit Seattle #2 will be the initial providers of services and support to students with special needs, and Summit

Seattle #2 will contract with other professionals, such as school psychologists, youth counselors, speech pathologists, etc. to provide those services to students as they are needed. The precise makeup of this team will be reevaluated on a year to year basis based on the anticipated student population. Summit Seattle #2's initial plan is to hire one resource specialist during its first year of operation, as all other Summit schools have done in the past. Summit Seattle #2 believes that this plan will be adequate for the expected population, since the percentage of all special needs student subgroups in South Seattle is comparable to existing Summit schools, where the program has been successfully serving those students.

### **Notification and Coordination**

Summit Seattle #2 shall follow state and federal law for responding to implementation of special education services. Summit Seattle #2 will adopt and implement policies relating to all special education issues and referrals.

### **Identification and Supports**

Summit Seattle #2 will employ a Response to Intervention ("Rtl") framework that facilitates the identification of students with disabilities in compliance with the Child Find requirements of IDEA. Summit Seattle #2 will then utilize the Student Success Team ("SST") process to ensure the appropriate interventions are delivered to each student. Rtl is the ideal philosophy for Summit Seattle #2's mission, since it supplants the antiquated "wait to fail" methods of identifying students with disabilities. Summit Seattle #2 places a great emphasis on the collecting and reporting of data (through its assessment system), and this process allows teachers to identify struggling students early. The Rtl process aims to provide targeted, research-based interventions to students as early as possible after they are identified.

At Summit Seattle #2, the SST is integrated as part of each Grade Level Team ("GLT"). GLTs meet on a weekly basis (discussed in detail in the **Professional Development** section) to identify students of concern based on individual student performance on daily and weekly assessments, as well as qualitative observation. When standard, common-practice (Tier 1) interventions do not address a student's needs, the GLT will invite parents, the student, a school leader, and/or a Special Education teacher to their weekly meeting to develop more intense (Tier 2) interventions. (See chart in **Attachment 30** for a *description of the supports* provided in each tier.) If students do not respond to those interventions, another more formal SST meeting is called to implement the most intense interventions (Tier 3) of the general education program. Any parent can refer his or her student to the SST at any time. 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 Tier 3 interventions, a referral is made to assess for Special Education to gather more information about the student's learning needs. Tier 4 or 5 interventions would be considered at that point, and they may include services from external contracted professionals, such as psychologists, counselors, or therapists.

Summit Seattle #2 is committed to serving students with Individualized Education Programs ("IEP"s) immediately upon entering the school. For all newly enrolled students, Summit Seattle #2 resource specialists will review the student's record from the previous school year to determine whether the student has previously been evaluated or classified as a student with special needs. For students who enroll from another school with a current IEP, the school will conduct a transitional IEP meeting within 30 days. Prior to such meeting a pending agreement on the new IEP, the school shall implement the existing IEP, to the extent practicable or as otherwise agreed between the school and the parent. For students already enrolled at the school, Summit Seattle #2 may decide to refer any student for an IEP assessment at any point during the Rtl process described above. 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 resource specialist teacher will



convene a meeting with the student's parents to discuss the option of psycho-educational testing to determine the child's Special Education eligibility, and to secure written parental consent to conduct such testing. Once the tests have been conducted and the results are received, an eligibility meeting will be reconvened with the SST. At that time, a decision will be made as to the student's eligibility for special education services. In compliance with WAC 392-172A-03005, evaluations and decision about eligibility will be made within 35 school days after the date that written consent for the evaluation is provided by the parent. If the student is eligible for special education services, an IEP team will be formed that includes members outlined in WAC 392-172A-03095, and an IEP for that student will be developed within 30 days.

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

In addition to the core educational program described above, a summary of typical support systems offered to students for each tier is described in **Attachment 30**. Special Education students are those receiving Tier 4 or 5 supports. Summit Seattle #2 will always strive to provide these supports in the least restrictive environment.

## **Evaluation**

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

## **Assessments**

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. Summit Seattle #2 will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. Summit Seattle #2 shall obtain parent/guardian consent to assess their students.

## **Plans for Promoting Graduation**

It is our expectation that all students will meet requirements for graduation. For special education students, this will include either a Certificate of Academic Achievement ("CAA") or Certificate of Individual Achievement ("CIA"). IEP teams will be proactive and intentional, ensuring that by the end of 9<sup>th</sup> grade, IEP goals and strategies that will ensure successful graduation are in place and supported by the student's entire educational community. Summit Seattle #2 will also create Individual Transition Plans ("ITP") for all IEP students before they turn 16. The ITP contains the results of transition assessments given to each student, which inform measurable post-secondary goals in the areas of education or training, employment, and as appropriate, independent living. These goals are updated annually, and have associated services, activities, and coursework to help guide the student towards their post-school goals.

## **Other**

Summit Seattle #2 will also abide by all applicable state and federal laws as they relate to

non-public placements/non-public agencies, non-discrimination, parent/guardian concerns and complaints, and due process hearings.

## **ELL Students**

Summit Seattle #2 will meet all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements, including all those described by WAC 392-160. Summit Seattle #2 will implement policies to assure proper identification, placement, evaluation, and communication regarding ELLs and the rights of students and parents.

### **Identification of Students**

All entering Summit Seattle #2 students will be given a Home Language Survey. All students who indicate that their home language is other than English will take the WELPA placement test within ten days of initial enrollment. They will take the test each year thereafter to reassess their need for ELL services. Summit Seattle #2 will notify all parents of its responsibility for administering the test and reporting the results within 10 days from receipt.

For students who enter Summit Seattle #2 with WELPA Placement Tests scores of 2 or above, or with NWEA MAP Reading scores indicating a “late elementary” or above, Summit Seattle #2’s mainstream program provides the necessary supports to accelerate their learning. Although some students require an additional semester or year in order to develop language skills while mastering college-ready skills and content, Summit Seattle #2’s overt emphasis on differentiated literacy development for all students is ideal for motivated English Language Learners.

For other students requiring a sheltered environment to move from the phase of “learning to read” to that of “reading to learn,” Summit Seattle #2 offers dedicated time and instruction to support that growth. Students who test at a validated WELPA level 1 and a NWEA MAP Reading “non-reader” or “early elementary reader” level receive sheltered support from a credentialed English language acquisition instructor (either a Resource Specialist or Language Teacher at Summit Seattle #2). This support is offered as a regular course concurrent to mainstream courses, and thus allows students to socialize with their peers in mainstream courses while getting focused support in an EL course. Students will not be removed from any of their traditional classes – rather, this class may replace a foreign language class. Additionally, students have dedicated work time and materials during the regular academic day to engage in additional experiences that support their acquisition of language in the context of a college ready curriculum. Thus, students access the content that is developmentally appropriate for them while having the dedicated time and support that they need to gain fluency in reading, writing, listening, and speaking in English.

### **Parent Communication and Input**

Parents will be provided information regarding the procedures for reclassification when they are mailed the WELPA scores of their children. SPS: Summit Seattle #2 will actively seek parent input regarding their opinion on the supports in place for their EL designated students through surveys, EL specific focus groups, individual parent meetings, and large group meetings.

### **Key Strategies**

As outlined at the beginning of this section, the very design of Summit Seattle #2 will ensure that all students—including students who are English Learners—receive an education that is tailored

to their individual needs. Some of the structures already in place throughout the Summit model that will especially support English Learners include: self-paced content, skill-based projects, mentoring, the inclusion of language objectives and scaffolds in daily lessons, the use of SDAIE techniques in daily classroom instruction, and faculty discussions of student progress. When it is determined that students need additional supports, individual intervention plans are developed and monitored. Those plans may include: pullout instruction from an appropriately credentialed faculty member, additional support after school during teacher office hours and/or during student Expeditions, and adaptive reading supports. Additional information on each of these supports is provided in **Attachment 30**.

## **At-Risk Students**

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 (Shulman, Lotan, and Whitcomb). Research also shows that such students benefit from placement in heterogeneous classrooms and schools, which better reflect the community at large and will be more representative of their college experience. The learnings from this research apply to all students, and they form the basis of Summit Seattle #2’s broad and deep assessment system, which provides all students multiple ways to “show what they know.” Teachers also have the information they need to accurately and quickly identify struggling students and provide them with the supports they need.

At-risk students will be thoroughly integrated into the entire student body and participate fully in all aspects of the curriculum. Summit Seattle #2 teachers are using the well-researched and documented pedagogical strategies of Complex Instruction and heterogeneous group work to support these students in the content standards based courses. Additionally, online learning and assessment tools will be employed to ensure that students’ academic needs are quickly and accurately diagnosed, and that instruction is targeted to the zone of proximal development of each child. Thus, students progressing at the optimal learning pace, teachers utilizing materials most appropriate for each student’s learning needs, and teachers fashioning learning experiences that promote optimal engagement in the material are cornerstones of the academic program at Summit Seattle #2. The student, his/her parent or guardian, and his/her mentor determine what additional supports are needed and should be accessed through the Personalized Learning Plan. These supports can consist of daily tutoring by peers or adults, weekly office hours held by each teacher, subject specific workshops to re-teach previously learned concepts or material, and one-on-one and small group sessions with the teacher during the Expedition periods. Each student’s progress is regularly monitored by his/her mentor.

Summit Seattle #2 also recognizes that some of the most at-risk students experience challenges in multiple domains, including behavioral and social-emotional ones. The Habits of Success continuum is a great tool that mentors can use to assess and guide students’ behavioral, social, and emotional growth, and structures such as Community Time and Mentor Time provide opportunities for students to discuss personal issues with their peers and with trusted adults. Summit Seattle #2 will also utilize 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 “yell out” in class to gain the teachers 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 he or she is feeling overwhelmed. The SST will discuss

and implement such plans uniformly across classes to provide consistency to students as they learn to control their behaviors. Students' growth will be assessed with guidance from the Habits of Success continuum, to determine if the structures being utilized are having the desired effect. Of course, for students whose needs are too severe to be addressed by behavior plans, Summit Seattle #2 will contract with external mental health service professionals to provide individual or group counseling and other services.

Examples of the methods by which Summit Seattle #2 will serve its academically low achieving/at risk students include: faculty office hours, tutoring, mentoring, faculty discussions of each low achieving/at risk student and current/potential interventions, and intervention meetings with students and parents. These services are further detailed in **Attachment 30**, and are available to all Summit Seattle #2 students.

## High Achieving Students

Summit Seattle #2 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. Summit Seattle #2's wide range of assessment methods, administered to all students, will allow teachers to identify highly capable students early in the year and tailor projects so that they continue to learn and be challenged. Teachers differentiate projects for highly capable students by facilitating deeper exploration of the topic or helping them create a product of publishable quality. The Cognitive Skills and Habits of Success Rubrics include descriptors for skills developed through the "pre-professional" level. This allows all student work to be assessed beyond the school and state requirements, and it 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. The progress of intellectually gifted students will be monitored and evaluated through the PLP tool.

All of the core content areas will offer at least one, if not two, Advanced Placement (AP) Courses. Further, these highly capable students will be invited to use PLT time or an Expeditions period(s) to complete additional units of independent study that extend the curriculum and prepare the student to earn higher scores on advanced placement exams. Summit Seattle #2 teachers will facilitate such additional challenges. 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.

Finally, Summit Seattle #2's personalized learning structure encourages academically high-achieving students to concurrently enroll in community college courses for more advanced study, and it provides them with the resources to pursue those opportunities.

## Attachments

9.1 [Attachment 30](#)

Jen Davis Wickens, 5/15/15 6:42 PM

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## 10. Student Recruitment and Enrollment

Summit Seattle #2 will strive to recruit a heterogeneous student population that will be reflective of the student population of South Seattle (see statistics in the *Executive Summary*). The plan will be tailored to the needs of the community and will be broad enough to reach all types of at-risk

students. Summit Seattle #2 will engage in a variety of strategies to achieve this diverse student population – in terms of race, ethnicity, socioeconomic status, special needs, and level of preparation. This outreach has already begun with the community engagement work done to date (see **Family and Community Involvement** section). It will continue on a regular basis until the school's opening in the Fall of 2015, led by both the Chief Regional Officer and the Executive Director of Summit Seattle #2. These strategies and timelines are detailed in **Attachment 7**, and include:

- Outreach efforts, information nights, and recruitment events via neighborhood groups, community organizations, churches, district middle schools, public libraries, and community members. Activities in neighborhoods where middle schools are chronically underperforming and are thus serving high numbers of at-risk students, such as meeting regularly with parents and leaders of key community-based organizations in these neighborhoods to reach other parents through the most appropriate venue for South Seattle families and providing childcare and other supports to ease the burden on at-risk families to attend information nights, etc.
- Partnerships with local mental health service providers and youth organizations such as the Seneca Center, to better understand, provide information for, and serve the area's special education students.
- Enrollment timeline and process that allow for a broad-based recruiting and application process.
- Marketing brochures and TV/radio public service advertisements targeted toward a broad and diverse population, in many languages and in hyper-local publications.
- Each year Summit Seattle #2 shall review its racial and ethnic balance and these policies to determine which policies and practices are the most effective in achieving a diverse student population.

Summit Olympus in Tacoma and Summit Sierra in Seattle have taken a similar approach to student outreach, focusing on the most at-risk students with significant success: to-date, the schools have received a combined total of nearly 400 applicants for their 210 spots and Summit Seattle #2 is confident it will have similar success with its outreach.

## Attachments

10.1 [Attachment 07](#)

Jen Davis Wickens, 5/15/15 6:43 PM

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## 11. Student Discipline Policy and Plan

As with the rest of the program, the discipline policy at Summit Seattle #2 is designed to help all students move towards college readiness. Teachers will always approach discipline issues as “teachable moments,” focusing on providing growth opportunities for students. The research-based “Habits of Success” are essential to good discipline. Students will be learning and practicing these skills throughout each day, and they will have opportunities to assess and discuss their growth along the continuum with their mentors every week. Students with particular issues or areas of needed growth can work with their teacher and family to build a behavioral growth plan into their learning goals and PLP. Program elements such as Community Time and one-on-one check-ins are specifically structured to focus heavily on these Habits of Success.

Summit Seattle #2 is committed to using restorative practices in order to build a strong student and faculty culture, a community of mutual respect, and to reduce discipline referrals, suspensions



and expulsions. Summit draws best practices from the International Institute for Restorative Practices and provides ongoing trainings on restorative practices to faculty throughout the school year. The philosophy, faculty objectives, student objectives and a list of resources are included in **Attachment 35**.

Though Summit teachers will always try first to turn disciplinary issues into teachable moments, there are times when more severe action is necessary, specifically when a student behaves in a way that impacts one of the following targets, in a classroom (or anywhere on campus):

- All Summit Seattle #2 community members are physically and emotionally safe at all times
- Summit Seattle #2 provides a positive and productive learning and working environment for all community members

In these instances, the student will be subject to Summit Seattle #2’s Graduated Discipline Plan, which is included in **Attachment 8** and details the actions that teachers and Executive Directors will take in response to behavior that impacts one of the above targets.

The Discipline Plan described has been successfully used with diverse student populations in Summit’s schools in California. The results have been vastly lower suspension rates than the surrounding districts (~1% in Summit schools versus ~20% in the local districts), as Summit teachers focus on keeping students in school while dealing with discipline issues. Summit Seattle #2 believes that this approach, based on 12 years of Summit experience in California and best practices of keeping students in school when possible, will be effective with the diverse students of South Seattle.

Summit Seattle #2’s ultimate goal is to retain every student in school, at our school. With a focus on growth, reflection, and clear expectations in our discipline plan – a plan that is largely based on the work of Lee Canter and William Glasser – we are confident we can achieve this goal.

The Discipline Policy for the school will be shared with students and families through the many orientation activities, in the Parent and Student Handbook, before and during school, as well as during school information sessions for prospective applicants.

## Attachments

11.1	<a href="#">Attachment 35</a>	Jen Davis Wickens, 5/15/15 6:44 PM	PDF / 297.792 KB
11.2	<a href="#">Attachment 08</a>	Jen Davis Wickens, 5/15/15 6:43 PM	PDF / 762.474 KB

## 12. Conversion Schools

This section is not applicable as Summit Seattle #2 will not be a conversion school.

## Attachments

--- No Attachments ---

## 13. Family and Community Involvement

### Family and Community Involvement

Summit's model was developed around the fundamental premise that students, families, and the community are integral to a school's success. Thus, there are dozens of ways that Summit Seattle #2 will engage families and the community to learn their unique needs and gain input on how to best tailor the program to fit those needs, just as Summit has done in California when growing to new communities. Furthermore, parents and the community will be integral to the ongoing life of Summit Seattle #2, from students' mentors acting as their family advocate; to community organizations and individuals playing a central role in Expeditions; to the Ambassadors group (see **Advisory Bodies** section); to meetings between parents, students, and teachers about each student's PLP. Summit sees families and communities as assets, so the model is designed to truly integrate them.

The primary way in which the community will be involved in the development of Summit Seattle #2 is through **two-way dialogues at community meetings**. These meetings will be facilitated by Summit Seattle #2's Executive Director ("ED"), who will be hired one year before the school opens to get to know the community and its needs. Through community meetings, church meetings, door to door conversations, open houses at local nonprofits, and one-on-one meetings, the ED will gain input from those community members on how to structure Summit Seattle #2's program to best fit their needs.

Many of these conversations have already begun, with community members and parents providing valuable input on Summit Seattle #2. Summit Seattle #2's startup team has partnered closely with the Washington State Charter Schools Association ("WA Charters") to build community relationships with individuals and organizations across Seattle. Specifically, we held four well-attended community-wide events between February and May 2015 in South Seattle. A diverse group of parents, teachers, leaders of community-based organizations, and more attended these outreach events to share their input with Summit Seattle #2 leadership. At these events, Summit staff engaged in meaningful dialogue with these community members about the needs in South Seattle, with the goal of learning as much about the community as possible to inform the school design, as well as sharing information about the Summit model. Additionally, we've met with Seattle Public Schools, Southwest Youth and Family Services, SESEC (Southeast Seattle Education Coalition), Highline Public Schools, Rainier Scholars, Centro Familiar Cristiano in White Center, East African Community Services, Vietnamese Friendship Association, Equal Opportunity Schools, Seattle Youth Violence Prevention Initiative, Seattle Housing Authority, Horn of Africa Services, West Seattle Chamber of Commerce, dozens of other community and faith based organizations in south Seattle, and parents at elementary and middle schools in South Seattle, all of whom provided input on Summit Seattle #2.

The second significant way in which the community will be involved in the development of Summit Seattle #2 is through the "**Summit WA Ambassadors**" program, composed of a diverse group of community leaders and parents, many of whom have already visited Summit's existing schools in California to learn about the model and provide Summit Seattle #2's startup team with input and feedback on how the model can be translated to communities in South Seattle. (See the **Advisory Bodies** section for more information on the Ambassadors group.)

Between now and when Summit Seattle #2 plans to open in fall 2016, the Summit Seattle #2 startup team will engage families and community members in a variety of ways, discussed in detail in the **Student Recruitment and Enrollment** section. Summit Seattle #2 will frequently assess the level of diversity of its engaged parents, students, and community members, using surveys and enrollment data, and proactively reach out to underrepresented groups.

Finally, local community-based organizations and businesses will serve as key partners for the Expeditions program. In addition to the Chief Regional Officer, there will be a full-time staff person in the WA Regional Office devoted to building these relationships for the Expeditions program. We have already begun to develop partnerships with the University of Washington, Seattle University, dozens of community based organizations in South Seattle, and other schools of education in the Puget Sound region.

## Parent Participation

As the school is being established to serve the needs of the students, it is imperative that families are actively involved. Summit Seattle #2 parents are strongly encouraged to become actively involved in the Charter School and in their child's education. Several opportunities for parent involvement exist and include:

- Parents participate in the annual development of their child's Personalized Learning Plan.
- Parents are encouraged to attend the several Parent Education Nights held each year. Evenings are planned by the parent organization in conjunction with the school administration. Meetings address such topics and college preparation, financial aid, SAT prep, school finances, and organizational planning.
- Parents are invited to all charter school social functions.
- Parents are invited to join the Summit WA Ambassador group.

Summit Seattle #2 will also encourage all parents to form a Parent Organization which will be established to facilitate communication between all members of the school community and to bring needed human resources to help meet Summit Seattle #2's goals and objectives. The parent organizations established by the parents of students at Summit's schools in California have been very successful at raising additional funds for and planning school events, creating consistent and clear communication about the school to all parents, organizing parent volunteers, collecting other parent feedback and input, and supporting the faculty in numerous other ways. Charter School administration will also meet regularly with the leadership of the Parent Organization to discuss parent community questions, concerns, and ideas. The Charter School will ensure that meetings of the Parent Organization are accessible to all parents via appropriate means, such as translation.

Summit Seattle #2 asks all parents or guardians of Summit Seattle #2 students to make their best effort to contribute approximately 30 hours (Community Hours) per family each school year. Participation is voluntary and there are a variety of on-site and at-home; short-term and ongoing; day-time and evening opportunities in which families can participate. How much time and in what ways families contribute to the school is flexible, acknowledging that families are under different constraints for their time. No student will receive any kind of adverse action from the Charter School due to a parent's non-participation. The assignment, managing, and tracking of community hours are the responsibility of the Parent Organization, with the input and assistance of the Executive Director. All membership responsibilities, job descriptions and procedures for the organization will be outlined in the Student and Parent Handbook. All parents and guardians are notified of their responsibilities and the expectations of them via the Handbook that is distributed during orientation.

## Parent Outreach

Summit Seattle #2 will host a number of events designed to support families in developing an understanding of Summit Seattle #2's academic program, model and systems. These include open houses, parent education meetings, and 1:1 meetings with the student's mentor. Details on Summit Seattle #2's Parent Outreach System can be found in **Attachment 10**.

Student progress will be communicated regularly via phone calls from faculty mentors and communications following NWEA MAP testing. Additionally, at any time parents are able to see the current academic standing and academic progress their students are making in all aspects of the academic program via the PLP dashboard. If parents are not able to access this resource Summit Seattle #2 hosts a “parent station” in the reception area of the school. The office manager is trained on how to work with parents to show them how to use this computer to understand their child’s academic performance.

## Attachments

13.1	<a href="#">Attachment 10E</a>	Jen Davis Wickens, 5/15/15 6:57 PM	PDF / 8.196 MB
13.2	<a href="#">Attachment 10D</a>	Jen Davis Wickens, 5/15/15 6:57 PM	PDF / 6.183 MB
13.3	<a href="#">Attachment 10C</a>	Jen Davis Wickens, 5/15/15 6:56 PM	PDF / 3.834 MB
13.4	<a href="#">Attachment 10B</a>	Jen Davis Wickens, 5/15/15 6:50 PM	PDF / 1.767 MB
13.5	<a href="#">Attachment 10A</a>	Jen Davis Wickens, 5/15/15 6:50 PM	PDF / 2.12 MB

## 14. Educational Program Capacity

### Overview

This section will describe the individuals who will be responsible for the school’s development. Those involved in governance and management will be discussed in the following section.

The leader of Summit Public Schools Washington (SPS-WA) is Jen Davis Wickens, the Chief Regional Officer for SPS-WA. After spending most of her life in Washington (specifically Seattle), Jen spent five years as a Founding Principal and VP of Teaching and Learning at Envision Schools in California. She then moved back to Washington and spent two and a half years providing educational leadership consulting for organizations such as Seattle Public Schools and WA Charters, and the League of Education Voters, to name a few. She received a MA in Education from Seattle University, received Principal training from New Leaders for New Schools, and was a Stanford Principal Fellow. Her knowledge of the education landscape in the Puget Sound area is extensive, her local connections are incredibly deep, and her educational leadership and strategic management skills will set up Summit Seattle #2 for success. Ms. Davis Wickens’ full biography and responsibilities are described in **Attachment 12**.

Since January 1, 2014, Ms. Wickens has been working full-time to build community support for Summit Sierra, Summit Olympus, and Summit Seattle #2, hire and coach the Summit Seattle #2 school leader (Executive Director), and build a Regional Office staff to support Summit Seattle #2. The Regional Office includes a Technology Manager, a Special Education Director, a College Director, an Expeditions/Community Partnerships Manager, and a Lunch/Operations/Facilities Manager, all of whom will receive direct coaching from their experienced counterpart in Summit’s California Central Office.

Summit Seattle #2 plans to open its doors to students in the Fall of 2016 and Ms. Wickens has already recruited Greg Ponikvar as the school’s Executive Director. An experienced school leader and educator, Greg Ponikvar was the Founding Executive Director of Summit’s Expeditions program. Over the past two years, Greg has built a successful Expeditions program through high

level visioning of the mission and goals of Expeditions, hiring and developing skilled teachers, building a positive, collaborative faculty culture, managing the budget, working with parents, students, community organizations, and school site administrators, and collecting and using data on instructional effectiveness and student satisfaction. During Expeditions weeks, Greg has been the effective principal responsible for all day-to-day operations, including working closely with students, teachers, and parents and handling discipline and emergencies. Greg has also recently helped lead all of Summit Public Schools (each of the 7 schools and the central CA office) through a year-long organizational goal-setting process. See **Attachment 11** for Mr. Ponikvar’s biography.

Mr. Ponikvar will be paid by SPS-WA to start at least a full year before students even step foot into the building to start learning. Summit’s year zero ED program has provided training, guided experiences and intensive logistical support to each Director of the 7 Summit schools in California. The process resulted in the successful opening Summit Tahoma and Summit Rainier simultaneously in 2011 and Summit Shasta and Summit Denali simultaneously in 2014. This is a model Summit has honed well over the last 11 years and it has been very successful. This approach gives the ED a year to ensure he or she fully understands the Summit model and the unique needs of the South Seattle community. The ED will spend that time building community relationships, finding local partners, having many one-on-one meetings with families, and traveling to other Summit schools in Washington and California for leadership professional development. A description of qualifications and responsibilities of the ED can be found in **Attachment 11**. Additional school-level leadership at Summit Seattle #2 will include an Assistant Director (starting in Year 2) and an Office Manager (starting Year 1) who will be recruited in accordance with the plan outlined in **Section 23**. See the *Professional Development* section for more information on how these school leaders will be developed.

Furthermore, Summit Public Schools Washington – and therefore Summit Seattle #2 – will be supported by a highly experienced team of charter leaders in California. This team has experience operating the highly successful Summit schools on which Summit Seattle #2 will be modeled, which have had significant success with special populations and culturally inclusive practices as explained throughout this document. Half a dozen leaders from Summit Public Schools California, plus their teams, will be supporting Ms. Wickens, the Washington Regional Office, and Summit Seattle #2. These leaders are all experienced in opening charter schools and a summary of their expertise can be seen in the table below. Full bios for Summit Seattle #2’s entire leadership team can be found in **Attachment 12**. Additionally, details on the supports this Central Office and the Regional Office will provide to Summit Seattle #2 can be found in **Attachment 32**, and the delineation of roles between the Washington Board, California Central Office, Washington Regional Office, and Summit Seattle #2 can be found in the **Start-Up and Ongoing Operations** section.

**Summary of Expertise of SPS Leadership Team**

	School Leadership & Administration	Governance & Organization	Finance & Development	Curriculum & Instruction	Operations & Facilities	Assessment & Performance Management	Family/Community Engagement & Cultural Competence
Tavener	X	X	X	X	X	X	X
Parker	X	X	X		X		



Wickens	X			X	X	X	X
Arambula	X	X		X	X	X	X
Carter	X			X		X	
Browne			X				X
Deane	X		X	X		X	
Wong	X				X		

Additionally, the Board of SPS-WA is comprised of high capacity leaders in Washington, with skills and backgrounds spanning business, education, governance, administration, organizational effectiveness, law, finance, and more. See the **Governance** section for more detail.

Summit Seattle #2 is partnering with multiple organizations to ensure successful operation. Our strongest partner to date has been WA Charters, which has contributed expertise on the landscape in Washington and the charter law itself. We are also partnering with funders, developers, and real estate experts to finance, secure, and renovate facilities (see **Facilities Plan** ). The Charter Schools Development Center has also been a crucial partner in analyzing the charter landscape in Washington. As mentioned in the **Family and Community Involvement** section, Summit Seattle #2 will partner with dozens of community-based organizations and businesses for execution of its Expeditions programs. We will also partner with the University of Washington and other top education programs in Washington for talent recruitment.

## Attachments

14.1	<a href="#">Attachment 32</a>	Jen Davis Wickens, 5/15/15 6:59 PM	PDF / 1.476 MB
14.2	<a href="#">Attachment 12</a>	Jen Davis Wickens, 5/15/15 6:58 PM	PDF / 639.262 KB
14.3	<a href="#">Attachment 11</a>	Jen Davis Wickens, 5/15/15 6:58 PM	PDF / 438.829 KB

## Notes

### **Colin Pippin-Timco, 5/20/15 6:03 PM:**

Attachment 12: Please include resumes for the following individuals: Name: Arambula, Diego Name: Carter,

Adam Name: Davis Wickens, Jen Name: McCaw, Kristen Name: Parker, Isabelle Name: Tavenner, Diane Name: Brown, Mira Name: Deane, Jon Name: Wong, Bryant Guidance: 2015 RFP: Section 14: Educational Program Capacity, Question 6, p. 36: Describe the responsibilities of the school's leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions. For any positions not yet filled, provide a timeline, criteria, and process for recruitment and hiring. Please describe how this plan for recruitment and hiring will be culturally inclusive. Provide, as Attachment 12, the qualifications, resumes, and professional biographies for the identified members of the leadership team, and for each position not yet filled, include job descriptions and qualifications.

Jen Davis Wickens, 5/21/15 8:15 AM:

Please find the additional requested resumes included as Attachment 39.

# OPERATIONS PLAN AND CAPACITY

## 15. Legal Status and Governing Documents

### Legal Status

Summit Public Schools Washington (“SPS-WA”) will constitute itself as a Washington non-profit corporation pursuant to Washington law and will be a 501(c)(3) tax exempt organization. SPS-WA’s Amended Articles of Incorporation state:

*“The specific purposes of this Corporation are as follows: (1) to train, consult and advise Washington public school teachers and administrators, and to provide support and administrative services to Washington public schools; and (2) to manage, operate, guide, direct and promote one or more Washington public charter schools.”*

Pursuant to the second stated corporate purpose of SPS-WA, Summit Seattle #2 will be operated by SPS-WA. SPS-WA shall be governed pursuant to the corporate bylaws adopted by the Board of Directors of SPS-WA which shall be consistent with the terms of this charter and all other applicable laws. SPS-WA’s Articles of Incorporation, evidence of tax exempt status, and proposed bylaws are included in **Attachment 13**.

Summit Public Schools (“Summit”) will be the sole statutory member of Summit Public Schools Washington with the rights and responsibilities outlined in the Summit Public Schools Washington bylaws, articles of incorporation and Washington law. Summit will also provide services as per the terms of a Service and License Agreement to be negotiated between SPS-WA and Summit; the services agreement will also include licensing rights from Summit to SPS-WA. Similar agreements have been successfully negotiated in mutually beneficial ways at all 7 existing Summit Schools. 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.

Summit Seattle #2 shall operate autonomously from the Washington State Charter School Commission and Seattle Public Schools, with the exception of supervisory oversight as required by statute. The Commission shall not be liable for the debts and obligations of SPS-WA or Summit Seattle #2, operated by a Washington non-profit, public benefit corporation or for claims arising from the performance of acts, errors, or omissions by SPS-WA or Summit Seattle #2, as long as the Commission has complied with all oversight responsibilities required by law.

### Attachments

15.1 [Attachment 13](#)

Jen Davis Wickens, 5/15/15 7:00 PM

PDF / 5.016 MB

## 16. Organization Structure and Relationships

Summit Seattle #2 does not intend to enter into partnerships or contractual relationships that are central to the school’s operations or mission, though it does collaborate with a variety of external organizations to support elements of the school’s work. For example, Summit Public Schools has partnered with various organizations in the development of its curricular materials (see

**Attachment 4**) and in the recruitment of students (see **Attachment 10**), and will continue to do so through its Expeditions program. These organizations include educational leaders from across the country as well as local organizations with ties to South Seattle’s diverse communities.

## Attachments

16.1	<a href="#">Attachment 14</a>	Jen Davis Wickens, 5/15/15 7:00 PM	PDF / 868.018 KB
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## 17. Governing Board

### Governance

SPS-WA will be governed by a Board of Directors (the “WA Board”). The WA Board will have strong local control over Summit Seattle #2 and all other charter schools it operates in Washington. The WA Board members will be mission-driven, active, thoughtful, locally connected, adept in the skills needed to oversee successful charter schools, and highly involved. The WA Board shall be ultimately responsible for the successful operations and activities of Summit Seattle #2. It will do so by focusing primarily on creating, adopting and monitoring a long-term strategic plan and associated budget. The WA Board will also, with the Summit Board, jointly select the Chief Regional Officer of SPS-WA, and be responsible for overseeing, developing and evaluating this officer. Its focus will be on ensuring that the school’s students are achieving academic success, the program is operationally, financially and legally strong, and the leadership is in place to execute on the mission of SPS-WA, and by extension, Summit Seattle #2.

Summit Public Schools is the sole statutory member of SPS-WA. Summit Public Schools, a California nonprofit corporation is governed by a Board of Directors (“Summit Board”); the Summit Board will hold the WA Board accountable to fulfilling its mission, achieving its educational objectives, and operating a fiscally and legally sound organization through its rights as a sole statutory member as well as through the oversight and accountability provisions to be detailed in a Service and Licensing Agreement to be negotiated between the Summit Board and the WA Board. The Service and Licensing Agreement helps to delineate responsibilities, making both organizations stronger and more accountable. Specifically, the agreement allows SPS-WA schools to be highly effective much earlier as they can focus energy on teaching and learning, all while ensuring they are publicly accountable as all audits and compliance are professionally completed. The agreement for 2014-15 is included as a sample in **Attachment 32**. The WA Board will retain strong local control of Summit Seattle #2. The WA Board shall be governed in its operations and its actions by the corporate bylaws of the organization which shall be consistent with the charter and all other applicable laws.

The WA Board will consist of at least three members and shall not exceed nine members. Each WA Board member will serve a three year term. Terms are staggered to ensure that at any given time no more than one third of the members have less than one year of experience on the WA Board, with the exception of the first WA Board. Board members are not subject to a limit on the number of terms they may serve. As mentioned in Section 1, parental involvement will be expressed through the Summit Seattle #2 Parent Organization, the Summit WA Ambassador group (see **Advisory Bodies** section), and other startup activities, rather than on the WA Board. Parent input will be communicated and advocated for to the WA Board through, as appropriate, the Chief Regional Officer and the Executive Director. As outlined below, the Ambassador group will be diverse, represent parent and community perspectives and interests, and ensure that the school is responsive to the differing cultural backgrounds and viewpoints of its community.

WA Board members will have expertise in many varying fields and will be able to offer advice, direction, and discussion for each SPS-WA charter school. To continually increase the capacity of the WA Board and identify potential candidates to fill vacancies, the Chairman of the Summit Board will appoint a Nominating Committee composed of Summit and WA Board members. This committee will identify potential Board candidates, conduct due diligence, and propose qualified candidates to the Summit Board for appointment to the WA Board.

WA Board members shall have experience in one or more areas critical to charter schools success: education, school administration, school finance, corporate, accounting, human resources, legal, leadership, fundraising, etc. Overall, Summit Public Schools and SPS-WA look for board members who are broadly skilled, experienced in making strategic organizational decisions, highly mission-aligned (i.e., they fundamentally believe that all students, regardless of preparation or background, can go to and succeed in college), and who understand the key responsibilities of a high-functioning Board. WA Board members will be added to fill gaps in expertise as necessary.

The WA Board will meet at least six times per year; the Summit Board may participate in the WA Board meetings via video conference technology. WA Board meetings will be held at the principal office of SPS-WA and/or one of the Summit schools in WA. All meetings will be held in accordance with the Open Public Meetings Act of Washington.

### **WA Board Responsibilities and Training**

The WA Board will meet at least six times per year. The responsibilities of the WA Board include, but are not limited to, the following:

- Strategic planning for SPS-WA and SPS-WA charter schools
- Uphold the mission of Summit Seattle #2
- Oversee the implementation of the charter
- Approve and monitor the school budget, fiscal reports, and fiscal practices
- Approve contracts and expenses when required by purchasing policy
- Receive and review the yearly independent financial audit
- Approve and monitor the Summit Seattle #2's facility arrangements and plans
- With Summit Board, jointly hire Chief Regional Officer for SPS-WA and approve hiring of the Executive Director
- Oversee, coach, and evaluate the Chief Regional Officer for SPS-WA
- Approve hiring of Summit Seattle #2 employees upon recommendation of the Executive Director and Chief Regional Officer
- Employee discipline and dismissal upon recommendation of the Chief Regional Officer
- Approve WA Board Policies

The WA Board will comply with all federal, state and local laws that are applicable to independent public charter schools and nonprofit corporations operating Washington charter schools, including but not limited to the Open Public Meetings Act.

The WA Board recognizes that appropriate ethical standards serve to increase the effectiveness of the Board of Directors and their staff as educational leaders in the community. The WA Board will review any known potential ethical or financial conflict of interest violations promptly and thoroughly, comply with all required statutory obligations, and take appropriate action to resolve actual violations. SPS-WA has adopted a Conflict of Interest Policy and a Code of Ethics; both are included in **Attachment 17**. Neither Summit Public Schools nor SPS-WA have existing relationships that could pose actual or perceived conflicts if the proposal is approved.

SPS-WA will retain its own legal counsel when necessary, and will purchase and maintain, as



necessary, general liability, officers and directors', property, workers' compensation, and unemployment insurance policies.

The WA Board will attend an annual in-service for the purposes of training individual board members on their responsibilities, with topics to include at minimum Conflicts of Interest and the Open Public Meetings Act. New WA Board members will be mentored by experienced members during their first year. Additionally, training will be provided twice per year on topics such as Summit's academic model, school administration, cultural competence, finance, facilities, effective governance, legal governance and more. Many of these trainings will occur during regularly scheduled board meetings each year, so all members will naturally participate; participation in additional trainings will be driven by the needs of board members. Providers of the training will include Summit leadership and external experts as necessary. A list of trainings that have already occurred is included in **Attachment 34**.

### **WA Board Roles and Committees**

The Chair of the WA Board will be a crucial strategic partner to the Chief Regional Officer ("CRO"). The Chair will collaborate with the CRO and help prepare Board meeting agendas, facilitate Board meetings, and be the liaison between the CRO and the rest of the Board. The Chair will also appoint committees and complete other activities as outlined in the bylaws. Jen Davis Wickens, the CRO, has extensive experience with Board management through her experience at Envision Education - a charter management organization in California - and she has coached aspiring charter school leaders in Board management best practices.

The WA Board may appoint one or more committees comprised of faculty, parents, community members or other members of the public with varying areas of expertise. The purpose of a committee is to provide advice, expertise and resources as necessary related to charter schools, finances, facilities, and other areas relevant to the success of the charter schools.

Standing committees may include the following:

- **Compensation Committee:** Advise CEO, CFO, and CRO on compensation structures
- **Finance Committee:** Monitor financial records; oversee creation of financial statements for Board; review annual budget and make recommendation to Board
- **Audit Committee:** Recommend external auditor; oversee audit; monitor accounting policies
- **Facility Committee:** Advise on facility decisions; provide support on facility negotiations; provide references and connections to brokers, etc.
- **Compliance Committee:** Monitor compliance

These standing committees are advisory bodies and will report to the full WA Board.

As described above, members of the WA Board may also serve on a Nominating Committee composed of Summit and WA Board members.

### **Current WA Board Members**

The WA Board currently includes the following Board Members:

- **Gordon Empey**, who brings expertise in compliance, law, organizational operations, organizational leadership and management, and significant board experience. He has joined the board because of his commitment to public service, belief in Summit's mission, and desire to do something focused on others.
- **Mike Galgon**, who brings significant experience with boards, startups, fundraising, strategic planning, and financial oversight, as well as strong local connections. He has joined the

board to help provide more valuable options to families for public education and because he believes that Summit will deliver an excellent experience and serve as a leader in the sector.

- **Michael Orbino**, who brings expertise in real estate, finance, political strategy, accounting and business strategy. He has joined the board to help with the expansion of educational opportunities and choices to diverse populations.

**Attachment 16** includes resumes, biographies, and Board Member Information sheets for these members.

## Attachments

17.1	<a href="#">Attachment 34</a>	Jen Davis Wickens, 5/15/15 7:03 PM	PDF / 261.96 KB
17.2	<a href="#">Attachment 32</a>	Jen Davis Wickens, 5/15/15 7:02 PM	PDF / 1.476 MB
17.3	<a href="#">Attachment 17</a>	Jen Davis Wickens, 5/15/15 7:02 PM	PDF / 338.58 KB
17.4	<a href="#">Attachment 16</a>	Jen Davis Wickens, 5/15/15 7:01 PM	PDF / 3.236 MB

## 18. Advisory Bodies

### Advisory Bodies

SPS-WA has developed a “Summit WA Ambassador” advisory body to be central partners in Summit Seattle #2’s success. Members of the Ambassador group first traveled to Summit’s California-based schools in December 2013 to witness and learn firsthand about Summit’s model (Summit covered all expenses), and a second group will visit the CA schools in the spring/summer of 2015. The Ambassadors returned to Washington and have shared what they learned with local parents, students, and community leaders. They have partnered with Summit’s Chief Regional Officer for Washington and will work with Summit Seattle #2’s Executive Director to determine how best to translate Summit’s success in California to Washington. The Ambassador group reports to the Chief Regional Officer (“CRO”) and acts as an advisor to the CRO on local community needs, SPS-WA’s partnerships in the community, and Summit Seattle #2’s school programs. The Ambassador groups’ concerns will be raised to the WA Board as necessary, through the CRO.

The Ambassadors are comprised of a diverse mix of students, parents, community-based organizations, and local community, business, and political leaders. The group was chosen by the Chief Regional Officer with input from local leaders who made recommendations for Ambassador members. Summit has also advertised the Ambassador group in its community meetings and soliciting interest and input for membership, and eight parent and community leaders have already committed to participate.

## Attachments

--- No Attachments ---

## 19. Grievance/Complaint Process

Summit Seattle #2 is always interested in the concerns and opinions of its community members, including parents and students. The WA Board will make its meetings open to the public, so community members will have opportunities to directly address governing board members and discuss policies, decisions, administrative procedures, and practices at the school.

Additionally, the School will adopt an internal communication model/conflict resolution procedure, the ultimate purpose of which will be to encourage the growth and development of Summit Seattle #2 as a healthy community. Conflict is a part of any development or growth process and may arise in any community. An effective complaint and conflict resolution process is therefore an essential component of the communication model.

The Conflict Resolution Procedure is a model for all members of the Summit Seattle #2 community and is designed to address issues among the following: between parents and teachers; parents and administration; and teachers and teachers. The overall purpose of this procedure is to perpetuate a climate of collegiality, mutual trust and respect by resolving differences in a timely, objective and equitable manner. The procedure, which outlines the appropriate school personnel to contact regarding various types of concerns, procedures for internal and third-party complaints, and requirements for confidentiality, non-retaliation, and resolution, is detailed in **Attachment 37**.

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

## Attachments

19.1 [Attachment 37](#)

Jen Davis Wickens, 5/15/15 7:03 PM

PDF / 291.646 KB

## 20. District Partnerships

As a public school, Summit Seattle #2 is committed to improving educational outcomes for all students, not solely its enrollees. Summit Seattle #2, as a charter school, takes its role as an incubator for innovative ideas and practices seriously, and strives to openly share all of its work and collaborate as much as possible so that others can build upon the work. To this end, Summit schools always strive to build strong relationships with their host districts to foster an environment of collaboration, sharing of best practices and tools, and sharing of innovative resources and practices learned at Summit. Specific examples include: sharing of student data with host districts to jointly better understand student demographics and enrollment; leading workshops with the county offices of education related to best practices and innovation cycles. Summit has also co-designed a free, open, web-based platform where all of its curricular resources are readily available to any district, school, teacher, parent or student. In addition to providing all of our resources free to districts, Summit recently launched Summit Basecamp, a program that will provide training, technology and other support to a set of district and charter schools across the US, enabling them to learn, launch, and improve core aspects of next-generation classrooms for the 2015-16 school year.

While no official partnership agreement has yet been developed with Seattle Public Schools, Summit brought board members and senior staff of Seattle Public Schools to visit Summit in CA (Spring 2014), sat on a charter-district partnering committee organized by Alliance for Education

that included senior district staff to develop a Seattle leadership pipeline, and involved district leaders in a CRPE-organized discussion of portfolio strategy. We look forward to creating a long-term partnership that helps serve the needs of all students in the district.

## Attachments

--- No Attachments ---

## 21. Education Service Providers (ESP) and Other Partnerships

Summit Seattle #2 will not contract with any Education Service Providers.

## Attachments

--- No Attachments ---

## 22. Staff Structure

### Shared Leadership

The relationship between Summit Seattle #2's senior administrative team and the rest of the staff will be a very collaborative one. The school "Leadership Team" consists of all teaching faculty, plus the Executive and Assistant Directors, and the group meets twice a week for 2 hours to discuss school level challenges and develop solutions. This often includes discussing students, looking at data, identifying what students need, planning student interventions, and creating consistent and meaningful experiences for students.

### Performance Management

Summit Seattle #2's senior administrative team is responsible for the performance and development of the rest of the school faculty. In the same way Summit identified the skills necessary for students to be ready for college, and then created rubrics along which to measure student's growth at those skills, Summit leaders and educators agreed upon a continuum of teaching skills and then communally created a teacher rubric for use by both school leaders and teachers to evaluate classroom performance and growth. As further explained in **Section 24**, each faculty and staff member will have a PLP (Personalized Learning Plan) Pro, developed by the staff member with the input and approval of the Executive Director. The plan identifies the teacher's present level of performance in each strand using a standard 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 subsequently supported by Summit Seattle #2 and its professional development activities throughout the year.

### Student Teacher Ratio

Summit Seattle #2 believes in the small school model, and research from Linda Darling-Hammond

suggests that such an environment is best for student learning. For “all students to be known,” it is imperative that in addition to a small school, there are many adults that have regular interactions with students throughout the course of their day. The student-teacher ratio at Summit Seattle #2 will be ~18:1 including Expeditions teachers, ~22:1 excluding them (neither ratio includes Resource Specialists). The total ratio of students to adults at Summit Seattle #2 will be ~15:1.

## Attachments

22.1 [Attachment 19](#)

Jen Davis Wickens, 5/15/15 7:05 PM

PDF / 259.571 KB

## 23. Staffing Plans, Hiring, Management, and Evaluation

Summit Seattle #2 recognizes that high quality teachers are one of the defining elements of a successful school. To that end, Summit Seattle #2, in conjunction with Summit Public Schools, has created a framework for recruiting highly capable teachers, helping them develop as professionals to reach their full potential, and providing a clear growth and leadership pipeline to retain them within the organization. Using ‘attract-develop-manage-retain’ strategy planning, Summit has already achieved an 80% teacher retention rate, and two-thirds of all current school and organizational leaders started as classroom teachers in Summit schools. Details of Summit Seattle #2’s ‘attract-develop-manage-retain’ strategy appear below and will be supported, once operational, with expert assistance from Summit’s HR and Operations Team. All SPS-WA employees will be “at-will,” and SPS-WA will outline all employee rights in the Employee Handbook, and Summit’s posted employment policies.

### Teachers

#### Attract

Summit Seattle #2 will proactively target teachers from diverse and well-educated backgrounds who display a burning passion to work with students. In partnership with Summit Public Schools’ Talent Director and Summit Seattle #2’s Executive Director, the SPS-WA Chief Regional Officer will launch a wide-ranging recruitment campaign along the West Coast. The campaign will begin in October 2015 and will be conducted in three broad waves: the first wave will include an assessment of possible ‘seed teachers’ from existing Summit schools, concluding in December 2015; the second wave will focus on priority candidate hiring of teachers, concluding in April 2016; and the third wave will incorporate support and non-credentialed staff, concluding in May 2016.

The campaign will utilize both 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). SPS-WA has already formed partnerships with the University of Washington and Seattle University and is committed to placing student teachers from both school in our schools. To ensure diverse candidates learn about SPS-WA opportunities, we will form connections with culturally diverse student groups at educational institutions targeted, and partner with culturally-connected nonprofit organizations throughout Washington, including those working for increased representation in the sector.

Summit Seattle #2 will also host a year-long schedule of events (both on-site and online) to attract candidates, including hiring webinars and teacher development days. Summit Public Schools’ dedicated Talent Director will seek out and establish personal relationships with high-worth



teacher candidates nationally, and in some cases internationally, referring candidates who have an interest in working in the Pacific Northwest.

Such a vigorous campaign will be essential to attract teacher candidates of a sufficiently high caliber. Summit Seattle #2 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 throughout all Summit schools. New teachers will be compensated according to their level of competence and their display of professional skills, rather than by years of experience. The Chief Regional Officer and Executive Director of Summit Seattle #2 will assess each candidate against the teacher continuum of skills to make an appropriate salary offer. They will ensure that offers and subsequent increases are in line with more general pay levels throughout the region. Specific salary ranges and benefits information are included in the **Budget Narrative**.

Through the mid- and long-term, Summit Seattle #2 will benefit from the work to recruit locally, as well as the national pipeline of future teachers and administrators that Summit schools are currently developing with a variety of different partners and organizations across the country. Summit Seattle #2 will have access to those outstanding candidates, including those at an undergraduate level considering a career in education, who go through pipeline experiences such as Summit Internships and Summit Research Fellows.

## Develop

As part of Summit Seattle #2’s emphasis on a student-centered, personalized learning environment for every student, Summit Seattle #2 has a clear and compelling vision for every teacher: *Every Summit teacher is an empowered, self-directed and continuous learner*. Summit Public Schools has been working towards this goal for a decade and Summit Seattle #2 will utilize some of the most effective working practices and approaches that have emerged from the model.

To fulfill this vision, Summit Seattle #2 teachers will utilize a teacher development model that ensures growth and development is based on a teacher’s competency across several elements of teacher effectiveness. The teacher and Executive Director develop a PLP Pro (additional information in **Section 24**) for the teacher, which is based on each teacher’s specific development and career goals. This plan is designed to ensure that teachers receive meaningful feedback and directly connects professional development experiences--such as individual mentorship, peer-to-peer coaching and collaborative team development across grade and subject area teams, as well as school sites--to meaningful opportunities for evaluation, compensation, career advancement and teaching certifications.

## Manage

Summit Seattle #2 will emulate the clear and direct employment policies currently operated by Summit Public Schools. All employees at Summit Seattle #2 will be “at will” employees. Summit Seattle #2 will not use employment contracts. All personnel will function within one of the four broad employment bands that organize work at Summit. As these bands stretch across all positions in the organization, they include both teaching and non-teaching faculty (although there will be different performance rubrics for teachers and all other personnel, the pay scales attached to each are roughly equivalent). A sample of these bands is shown in **Attachment 21**. Per above, all staff will also set goals on an annual or quarterly basis and receive coaching on those goals. A primary responsibility of both the Chief Regional Officer and the Executive Director will be to

monitor performance of the staff within each band and to ensure that stated expectations are met at each level as well as to assess all employees in accordance with the goals they have set.

## **Retain**

In addition to the coaching and evaluation support described above – and the robust professional development detailed below - Summit Seattle #2 will offer teachers a career trajectory matrix, which spans a teacher's entire career from induction to master teacher to retirement. This trajectory is not a straight line, but rather allows for teachers to take a variety of positions during their career, naturally transitioning based upon their growth, strengths and career goals.

Summit Seattle #2 will incentivize teachers to pursue their passions through their career trajectory by conducting a yearly Career Matrix Survey and subsequent individual career conversations based on the data collected. (At the same time, Summit Public Schools will make referrals of California faculty who express an interest in working in Washington state, during their own Career Matrix Surveys.)

For those teachers who aspire to serve students outside the classroom, Summit has been extremely successful in retaining faculty who move into administration and technical support roles. (The overwhelming majority of Summit administrators and personnel working for the organization served first as classroom teachers at one of our schools, and now include those who have chosen to return to a specific school or classroom. The career trajectory matrix offers annual opportunities for Summit educators to make these transitions.)

## **School Leader**

SPS-WA and the Chief Regional Office, with significant support from the Summit Public Schools team, will follow a similar 'attract-develop-retain' process for Summit Seattle #2's Executive Director ("ED") and Assistant Director ("AD"). As one of Summit Public Schools' core values is the development and advancement of effective school leaders, the organization runs a continuous search for leadership candidates, including yearly internal assessments, an annual external hiring campaign and a quarterly referral survey from contacts within our wide network of education reform partners.

## **Attract**

Summit Public Schools believes that the best Summit school leaders are those who have taught in a Summit school and deeply understand the model and culture and Summit is pleased that Greg Ponikvar will serve as the school's founding ED. SPS-WA is also acutely aware of the distinct local needs in South Seattle, and will thus invest an entire year embedding Mr. Ponikvar in the South Seattle community to develop a deep understanding of the diverse communities and cultures of the area, and preparing him to lead Summit Seattle #2 in Washington. Mr. Ponikvar will be supported by local leader Jen Davis Wickens, Chief Regional Officer, who has already spent significant time deepening relationships in South Seattle as demonstrated in **Attachment 10**.

In the future, Summit Seattle #2 will cultivate internal leadership candidates. At the beginning of each school year, all Summit Seattle #2 employees will engage in goal-setting conversations with their supervisors, which create opportunities for aspiring leaders to set goals that will help them move towards school leadership. Opportunities for leadership are varied at Summit, and as part of a distributed leadership model that values consensus-driven decision making, Summit Public Schools employees join the organization with the understanding, and the expectation, that they will contribute as teachers, mentors, and as leaders. Because Summit has a track record of promoting from within, high performing educators are drawn to the organization for opportunities to lead.

## Develop

The school’s Executive Director will begin with a ‘Year Zero,’ during which they receive full pay and intensive training to prepare for their Executive Director position. During this time, they form a close relationship with SPS-WA’s Chief Regional Officer, are individually coached by her, and become full members of Summit’s Executive Leadership Team. These coaching sessions with the CRO continue weekly throughout the ED’s leadership of Summit Seattle #2. As a member of Summit’s Executive Leadership Team, Summit Seattle #2’s ED will meet weekly (via videoconference) with all other Summit school EDs and the CEO and/or CRO to engage in real-time professional development growth opportunities, including case studies and problem solving sessions. Monthly, the SPS-WA EDs will convene for a full day to participate in structured PD. (If possible, this will sometimes occur with all EDs across the organization using videoconference.)

EDs also become familiar with the Leadership performance rubric - used to assess all directors throughout the organization, and which will be one of two primary evaluation tools used to assess their performance each school year. Additionally, the Chief Regional Officer and the ED will agree on school-wide and personal goals that each ED aims to meet, and they will both monitor progress quarterly.

Finally, the ‘Year Zero’ Executive Director and other Summit Seattle #2 leaders (Assistant Directors, teacher leaders, etc.) are expected to join Summit’s longstanding ‘Leadership Fellows Program’ (see **Attachment 20** for details) as Senior Fellows. The majority of our school leaders are graduates of the Leadership Fellows program, and those who are not were recruited for existing leadership competencies demonstrated through advanced coursework and/or prior experience.

## Retain

The retention of leaders hinges largely on the development of leaders. Thus, Summit Public Schools has an incredibly high leadership retention rate because all school leaders have autonomy within their sites, contribute to the larger mission of Summit Public Schools, and gain mastery over the skills and content that they need to be increasingly effective leaders. Many of our Central Office leaders have been school leaders, and our retention strategy ensures that not only do we have the best possible people, but that we also have the best people in the best possible positions to maximize and grow their talents.

**Criminal Background Checks:** See the **Start-up and Ongoing Operations** section for detail on Summit Seattle #2’s background check requirements.

**Termination Policies:** Termination policies are detailed at length in Summit Seattle #2’s Employee Handbook, which will be developed in consultation with the Summit Public Schools’ HR Team. For employees who 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.

## Attachments

23.1	<a href="#">Attachment 21</a>	Jen Davis Wickens, 5/15/15 7:06 PM	PDF / 1.319 MB
23.2	<a href="#">Attachment 20</a>	Jen Davis Wickens, 5/15/15 7:05 PM	PDF / 370.653 KB

## 24. Professional Development

### Overview

High-performing teachers are absolutely non-negotiable at Summit Seattle #2. We know that providing students with high-quality, high-impact teachers is one of the most important factors in their success. Therefore, we have created structures to ensure that we are heavily investing in every teacher's professional development. It begins with every Summit Seattle #2 teacher being an empowered, self-directed and continuous learner, just as we ask of our students. Specifically, we do this through an innovative professional development program in which:

- Every teacher participates in over 30 days per year dedicated exclusively to professional development.
- Professional development opportunities for teachers are embedded in teachers' daily experiences throughout the school year.

Summit's Director of Professional Development, with support from the seven-person Central Office Academics Team, is responsible for creating a vision and space within which teachers and administrators can personalize their own development aligned with their professional goals. To facilitate this process, Summit Seattle #2 teachers go through the same self-directed learning cycle through which they coach their own students: 1) **reflecting** on their individual and collective strengths and weaknesses, 2) setting **goals** to develop their practice and meet their students' needs, 3) **planning** to efficiently meet these goals, 4) **learning** in ways that best suit their needs, and 5) **demonstrating** learned knowledge and skills by sharing them with their colleagues, including teachers from district and other charter schools and ED and displaying them in their daily work. They then begin the cycle again by honestly **reflecting** on how far they have progressed and where they still have to develop.

To support faculty in identifying what they want to learn and strategies for learning it, Summit has developed an Educator Skills Heat Map, which outline 26 skills critical to success as a Summit educator and provide specific rubrics and learning menus for each. One of the major skills identified is cultural competence, and our teachers prioritize growth in this area accordingly. **Attachment 21** includes the full list of these skills, as well as the rubric and learning menu for Cultural Competence.

The Director of Professional Development also serves as a resource in the realm of curriculum and instruction for all faculty, develops and maintains systems for documenting and using data related to PD, and ensures that all schools are providing PD opportunities to their faculties that best meet the needs of their unique students.

While professional development is constantly embedded in the daily experiences of teachers (as explained in some of the *team structures* included at the end of this section), there are also 38 full days dedicated to PD that occur before the academic year begins and throughout the year during student Expedition periods, similarly called Faculty Expeditions.

### Faculty Expeditions

Using the cycle outlined above, all teachers, administrators, and staff will work with a professional mentor or coach to develop their own annual goals and PLP Pro, which outlines how they will meet those goals. This process is highly motivating and supportive for teachers, and enhances retention, as teachers are respected, have access to a career path that continues to develop and mature over time, and have mechanisms through which they may address goal-oriented learning

opportunities in a supportive environment. Our teachers are expected to model the self-directed behaviors we expect our students to develop and embody. Rather than force-feeding a one-size-fits-all, centrally planned professional development regimen, the Academics Team has created a vision and space in which highly motivated teachers are given the resources and autonomy to improve their practice in an individualized way. Specific structures that will be employed during Faculty Expeditions include opportunities for faculty to spend time directing their own learning, to visit other campuses, to read relevant resources, to engage in forums with other faculty, and to participate in socratic seminars with colleagues. These are detailed in **Attachment 21** where a sample calendar is also provided.

Prior to the school year starting, teachers will be immersed in activities that familiarize them with the curriculum and assessments within their course, as well as set expectations for their equally important roles as mentors and school leaders. Safety training - including CPR, first aid, and emergency plan - takes place during this time as well. Mandated reporter training may also take place at this time, or at the time of hiring. In the week leading up to the start of school, they will have time set aside to collaborate with colleagues to ensure their classroom instruction is properly backwards-planned; they become familiar with aspects of the college application process that are appropriate for the grade level of their mentees; and they begin to develop a rapport with teachers of the same course at other Summit schools via videoconference. Finally, they participate in professional development designed to prepare them for very specific aspects of their practice as both classroom teachers and mentors: they consider and discuss how to use their class time to help students develop their cognitive skills, and they are coached on how to facilitate conversations with students that focus on the behaviors of self-directed learners.

As mentioned before, professional development is not constrained to the time leading up to the school year or the 30+ days of Faculty Expeditions. On the contrary, professional development is constantly embedded within the daily experience of all teachers and administrators, as they continuously learn and collaborate via several team structures.

## Weekly Team Meetings

**Leadership Team Meetings:** The entire school faculty meets for four hours split over two afternoons. Faculty members share the responsibility of leadership of Summit Seattle #2. They are disciplined in using data to conduct a “cycle of innovation” to solve problems and continuously improve. Specifically, they analyze student performance data, as well as student survey and focus group data. From the data, they identify problems areas and collectively create action plans, and in the process they determine a set of metrics by which to judge progress. The five-person Central Office Information Team will provide information packets rich with actionable data to inform these discussions.

**Grade Level Team Meetings:** During Leadership Team meetings, at least one hour each week is set aside for Grade Level Teams (“GLT”). During GLT, teachers will identify what students need, plan interventions, and create a consistent and meaningful experience for all students. Since all members of a GLT interact with the same students, they are in a unique position to collaborate in order to provide needed supports to individual students. They will be provided with data packets from the Central Office Information Team, and they may request particular reports or deeper data for individual students, if necessary.

**Course Level Team Meetings:** During Leadership Team meetings, one hour each week is set aside for Course Level Teams (“CLT”). CLTs are comprised of all teachers of a particular course across schools who meet via videoconference. Team members will collaborate to continuously improve the common performance tasks, content assessments, and content resources. They will also work together to design lessons and projects, share best practices, and make plans to



observe each other during Days Away. They too will be provided with data packets from the Central Office Information Team, primarily around student assessment data and focus group responses.

## Attachments

--- No Attachments ---

## 25. Performance Framework

### Mission Specific Goals

Summit Seattle #2's primary goal is to prepare all students for success in college. After thoughtfully defining true college readiness, Summit realized that there was no single external measure that appropriately assessed a student's readiness for college, in all categories. Though we hope statewide assessments aligned to the Common Core State Standards are a step in the right direction, they are not complete. Summit educators set out to create a set of assessments tied to a compilation of standards that, when met, would indicate a student's readiness for college. The collective results are Summit's standards for college readiness: the Content Guides for each course, the Cognitive Skills rubric and the Habits of Success rubric (see **Attachment 3**).

### Specific Educational and Organizational Targets

Metric	1-Year Target	3-Year Target	5-Year Target
TBD based on Smarter Balanced Assessments	Baseline	TBD	TBD
% of graduates who pass one or more AP exams	N/A	N/A	60%
<i>Key dimensions of success on an outside survey, such as Youth Truth, with indicators such as the following:</i>			
Student Survey: Student Engagement summary measure	3.0/5.0	3.5/5.0	4.0/5.0
Student Survey: School Culture summary measure	3.0/5.0	3.5/5.0	4.0/5.0
Student Survey: Relationships with Teachers summary measure	3.0/5.0	3.5/5.0	4.0/5.0

Student Survey: Relationships with Peers summary measure	3.0/5.0	3.5/5.0	4.0/5.0
Student Survey: Relationships with Peers summary measure	3.0/5.0	3.5/5.0	4.0/5.0
Student Survey: Academic Rigor summary measure	3.0/5.0	3.5/5.0	4.0/5.0
Student Survey: College and Career Readiness summary measure	3.0/5.0	3.5/5.0	4.0/5.0
% retention for teachers who are asked to return	80%	80%	80%
Fall-to-Fall student retention rate	75%	83%	88%
Average Daily Attendance	96%	96%	96%
% of graduates eligible for four-year college, as defined by their coursework	100%	100%	100%

In addition to these measures and metrics, we understand we will be held to the expectations set forth in the Academic, Organizational and Financial frameworks.

## Mandatory and Interim Assessments

To measure student's progress along these standards for college readiness, Summit educators created a common assessment system that is tightly aligned with these standards. All students will take several content assessments each week, and rich data packets summarizing the results and highlighting points of interest or concern will be provided by the Central Office Information Team to all teachers each week. A detailed description of the assessment plan and process can be found in **Section 4**.

The common assessment plan serves as an ongoing internal measurement of student progress. Summit Seattle #2 will also use a series of external measures for formative and summative purposes. Students will take the NWEA MAP test in math, reading, and language 2-3 times per year. To assess for college readiness skills, students will take the ACT's Explore-Plan-ACT (EPAS) assessments. Students will then take either the SAT, the ACT, or both in preparation for college applications. All students will also take multiple AP exams during 11<sup>th</sup> and 12<sup>th</sup> grade, as a clear measure of preparation of readiness for college level curriculum. Finally, Summit Seattle #2

students will take all applicable state tests, based on course and grade level, and described by the Office of the Superintendent of Public Instruction. This collection of internal and external assessments aligns with our goal of college readiness for all students and gives our teachers a collection of actionable data points spread throughout the year.

## Measuring, Evaluating, Collecting, and Analyzing Student Data

As discussed at length in previous sections, Summit Seattle #2 will utilize a robust assessment system to constantly measure students' progress along all dimensions of college readiness. Students will take many content assessments each week and will be constantly working on projects, both of which will allow for continuous data collection on exactly where students stand on each content or skills standard. The results of these assessments and projects will be reflected in each student's Personalized Learning Plan and shared through data packets with all faculty teams. This will allow students to monitor their own progress and parents to track that progress, all while giving teachers actionable data to inform their instruction and help students set and achieve their learning goals. The data packets provided to each team will be created by the Central Office Information Team and will be tailored to best suit the needs of each Summit Seattle #2 team. Specific examples are listed in **Attachment 31**.

The Summit Public Schools Information Team is responsible for maintaining the data systems used for the above mentioned analyses, as well as the Personalized Learning Plan application, which is the primary source for student- and parent-facing data. The Information Team creates a significant number of pre-built reports that all faculty can use, but focuses more on training others to use the reporting tools to access data in any way needed. This capacity building work leads to teachers sharing best practices with each other, with the full guidance and backing of the Information Team as needed.

## Training and Support

Much of the professional development discussed in the previous section will be centered around Summit Seattle #2's emphasis on using data to drive decision making. Teachers will learn how to create and analyze data such that it is actionable and can inform best practices. Because data is such an integral part of driving the success of the school, the Information Team and the Academics Team work closely throughout the year to design and deliver a series of scaffolded trainings for teachers and administrators on how to access the information tools and use the data. These trainings range from a wide collection of guided practice training videos to hands-on deep-dive data sessions. All PD that relates to student performance data is focused on best practices for using the data to improve instruction and student outcomes. It is designed to generate self-sufficiency for teachers and administrators to be able to use the data tools on their own in the future.

## Attachments

--- No Attachments ---

## 26. Facilities

### Facilities

Summit Seattle #2 will require ~26,000 square feet of building to accommodate grades 9-12 (high

school), which at full enrollment, will house 400 students, and ~20,000 square feet of building to accommodate grades 6-8 (middle school), which at full enrollment will house 300 students. It is anticipated that the Summit Seattle #2 will have one central main entrance with the Director's office centered between the high school and the middle school areas.

Learning spaces shall be designed with maximum flexibility using folding partition doors and 12-foot glass garage doors which, when opened, connect the learning spaces to large open learning areas (~5000 square feet), for student studies as well as assembly space for all grade or all school activities (social and academic). The school shall provide two seminar (class) rooms per grade (~750-950 square feet). In addition the building will include multiple quiet rooms of ~115 square feet for individual mentoring and small group projects.

Specialty classrooms will be at a minimum; instead, each learning environment shall have maximum flexibility permitting multi-purpose functions for most spaces. The high school area shall have two Science, Technology, Engineering and Mathematics (STEM) rooms and the middle school area shall have one STEM room. Each STEM room shall be ~900 square feet and shall be able to accommodate 25-50 students.

Administrative space in the building shall include three private offices for the Executive Director, Assistant Director and Special Education teacher; two multi-use conference rooms for meetings with staff, students and their parents and central staff meetings; one large faculty lounge; and, three teacher planning rooms (two of which will contain copy centers; one in the middle school area and one in the high school area). The building will also contain multiple visiting staff offices and a tech and a server room for computer and Personal Learning Plan (PLP) support.

The building will be designed to comply with all Americans with Disabilities Act (ADA) requirements. An open area shall be provided for outdoor recreation outside the building for use as a play space. Training and competition for the sports teams sponsored by the school will be done off site in community or privately held space.

Summit has been working with Pacific Charter School Development (PCSD) to find suitable property and build school buildings for SPS-WA. PCSD has established Washington Charter School Development, Inc. (WCSD) to develop schools, as landlord on behalf of SPS-WA, as tenant. PCSD shall lease these facilities to SPS-WA for a period of not less than 30 years. WCSD is currently constructing two schools authorized by this body for SPS-WA, which shall open in August of 2015. The two current projects have secured financing, have all Municipal and State approvals and are under construction.

After an extensive search for property in South Seattle, an ideal property for Summit Seattle #2 presented itself. The property is located on a public transportation route and is easily accessible to the neighborhoods the school hopes to serve. This property has been put under contract, substantial due diligence performed, and is now in escrow pending closing.

The proposed site is located at 9601 35<sup>th</sup> Avenue SW, Seattle, WA. It is proposed that WCSD will retrofit the existing, approximately 26,000 square foot building as well as construct an approximately 21,000 square foot 2-story addition providing an approximately 48,000 square foot school on the site. When fully enrolled, the building would house a 300-student middle school and a 400-student high school. **Attachment 22** includes an affidavit from WCSD confirming that the property is in escrow and the floor plans for the proposed school. WCSD has submitted plans for the proposed project to the appropriate Seattle Municipal Authority and is currently under review for a type II Master Use Permit (MUP). WCSD has confidence that the proposed site will obtain all permits for construction in a time frame that would provide for an opening of the school in August of 2016.

The amenities of the proposed school shall include seminar rooms for class study, multiple science, technology, engineering and math (STEM) rooms, quiet rooms for individual and small group project work and large assembly spaces for open learning. The proposed building has been, and will continue to be, designed for flexible space that meets the needs of Summit's learning model.

## Attachments

26.1 [Attachment 22](#)

Jen Davis Wickens, 5/15/15 7:09 PM

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## 27. Start-Up and Ongoing Operations

### Transportation

In a heterogeneous school such as Summit Seattle #2, some families will have the means to get their children to school, while others will not. Summit Seattle #2 will use its transportation budget to provide transportation support to its at-risk students – those who need it the most. We plan to locate the school close to the students without means to get to school and as close as possible to major freeways and public transit lines. Nonetheless, we are prepared to provide transportation options based on the specific needs of our students. As with our entire school model, our transportation provision will be dependent on the specific student population and will take into account parent input. It will also depend in large part upon where our facility is ultimately located. If, for example, we are close to bus lines that run throughout the neighborhoods of Southeast and SouthSouth Seattle, we will provide discounted or free ORCA bus passes to the students who are eligible for free or reduced-price lunch. On the other hand, if there are no bus lines near our site, we will help our families arrange carpooling or contract with a private transportation company (e.g., Harlow's Trailways, which provides transportation services throughout the Puget Sound region).

Summit Seattle #2 will work collaboratively with parents, as all Summit schools have done successfully to date, to arrange carpools when possible. When necessary, we will also contract with a private company to provide transportation to any extra-curricular events. Our extensive community outreach efforts over the next year will help us understand the specific transportation needs of our target students and families.

### Safety and Security

A safe environment is imperative to productive teaching and learning. Summit Seattle #2 will adopt and implement a comprehensive set of health, safety and risk management policies.

**Background checks:** Employees and contractors at Summit Seattle #2 will be required to submit to a criminal background check and submit fingerprints by July 31, 2016 or as otherwise agreed with the Commission.

**Health:** Summit Seattle #2 will follow adhere to all laws required to health testing, immunization, and students with specific medical conditions. All employees will be CPR/First Aid trained.

**Emergency Preparedness:** Summit Seattle #2 will adhere to an Emergency Preparedness Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This plan will include but not be limited to the following responses: fire, flood,



earthquake, terrorist threats, and hostage situations. The Plan will also include emergency contact numbers, procedures for various types of emergencies, roles and responsibilities, emergency response teams, and evacuation maps. All Summit Seattle #2 faculty and staff will be trained on this site safety plan.

**Facility Safety:** Summit Seattle #2’s school site will be fully compliant with the International Building Standards Code. It will test sprinkler systems, fire extinguishers, and fire alarms annually. The school will conduct fire drills at least twice per year.

**Security:** The building will have an alarm system and the school’s Leadership Team (Executive Director, Assistant Directors, and Office Manager) will have keys to the building and ensure it is locked and armed each night. Every adult in the Summit Seattle #2 building will help ensure the building is safe for students. No Summit school has ever had to hire outside security personnel, but if we believe this is necessary based on the specific needs of our location, we will contract with a security service provider.

## Food Service

Summit Seattle #2 is committed to providing healthy food service, including breakfast and lunch, at an affordable price for all of its students. The Washington Regional Office hopes to partner with Revolution Foods to deliver food service to Summit Seattle #2. Revolution Foods serves over one million freshly prepared meals every week to K-12 schools nationwide, and all of Summit’s existing schools in California partner effectively with Revolution Foods. The organization is currently exploring expansion into Washington State. If they are unable to open operations in Washington, the Regional Office will solicit bids from other food service providers and select the one that is the highest quality and most affordable. The Office Manager of Summit Seattle #2 will work in partnership with the Operations Manager in the Regional Office to collect all necessary documentation from families who are eligible for free or reduced-price meals.

## All Other Operations

The vast majority of the other significant operational services will be provided by the Washington Regional Office and the California Central Office in conjunction with one another. The California Central Office is experienced in running schools as it has supported the opening and operation of six Summit schools in California. See **Attachment 32** for a detailed description of those services that will be provided to Summit Seattle #2. A contract between the parties (Summit Seattle #2, Washington Regional Office, and California Central Office) will be negotiated over the next few months.

More broadly, the table in **Attachment 32** details how responsibilities will be divided across the Washington Board of Directors, the California Central Office, the Washington Regional Office, and Summit Seattle #2.

## Attachments

27.1	<a href="#">Attachment 24</a>	Jen Davis Wickens, 5/15/15 7:10 PM	PDF / 292.648 KB
27.2	<a href="#">Attachment 23</a>	Jen Davis Wickens, 5/15/15 7:10 PM	PDF / 251.607 KB

## 28. Operations Capacity

The applicant team for Summit Seattle #2 includes a highly capable and experienced leader on the ground in Washington (Ms. Wickens) plus ~60 staff in the California central office who have successfully opened and supported the operations of 7 existing Summit schools. See **Attachment 12** for the individual qualifications of each of these leaders. The robust capacity around staffing, professional development, performance management, general operations, and facilities management are as follows:

**Staffing:** Finance Team led by Isabelle Parker. Drew Grimshaw is the HR Lead and was a founding Summit teacher with a deep understanding of the type of person who will thrive and get great results for children at Summit. Drew is dedicated to recruiting a continuous, robust pipeline of exceptional talent for all roles in the organization, hiring the best of the talent, and employing them. He will provide this support in partnership with Ms. Wickens.

**Professional Development:** Academics Team led by Adam Carter. Adam, along with many of his team members, are veteran Summit teachers who truly understand the development needs of a Summit teacher. Furthermore, they have all been intricately involved in the creation of the academic model on which they are training teachers. The Academics Team has seven staff, including a Director of Professional Development. This team develops the vision for, plans, and coordinates execution of the nearly 40 days of professional development provided to Summit Seattle #2 teachers each year in close partnership with the Summit Seattle #2 Executive Director, who will provide input on the specific Professional Development needs of their staff. Weekly on-site coaching for the Executive Director will be provided by the Chief Regional Officer.

**Performance Management:** Information Team led by Jon Deane. Jon is a former math teacher, founding Executive Director of Summit Everest, and spent a year as CFO. He has a broad view of how data can and should be used to improve student outcomes. The Information Team has six staff whose focus is providing timely and efficient access to data and knowledge to drive decision-making for every person in the organization. This team will: provide weekly data to Summit Seattle #2's entire staff to allow them to adjust their practice constantly; improve and manage Summit Seattle #2's Student Information System; help Summit Seattle #2 with information collection; track, analyze, synthesize, and train faculty on benchmark data; and track information needed to measure school goals.

**General Operations:** Finance Team led by Isabelle Parker. Communications & Development Team led by Mira Browne. Mira spent years at Larson Communications specializing in communications for charter schools. Since joining Summit, Mira has helped raise \$10M for the organization. Technology Team led by Bryant Wong. Bryant opened High Tech High and six Summit schools – he has a deep understanding technology needs in scaling and opening new schools. See more about the Finance Team in the **Financial Management Capacity** section.

The Communications & Development Team has four staff who will support Summit Seattle #2 in its communication strategy, media relations, and hosting of external parties.

The Technology Team has six staff focused on creating an intuitive, state-of-the-art user experience with infrastructure, hardware, and devices. Since technology and 1:1 computing is central to Summit Seattle #2's educational program, the Technology Team will partner with the Technology Manager in the Washington Regional Office to:

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

Additionally, see **Attachment 32** for a detailed description of the operational supports that will be provided to Summit Seattle #2.

### **Facilities Management**

For each of Summit Public Schools' 7 schools, the California central office Growth Team has led the facility acquisition, renovation, and management where applicable to each school. This team includes a Senior Director of Facilities and Real Estate and two other senior staff, including a LEED-accredited architect with 8+ years experience in planning and designing education and civic projects. A selection of the Growth Team's facilities experiences includes:

- 40+ years of combined commercial real estate brokerage and development experience
- Experience administering charter school construction projects totaling \$300M combined
- 14 years of experience designing and implementing best practices for operating and maintaining school properties

Furthermore, Summit is partnering with Pacific Charter School Development, a non-profit real estate development organization that has extensive experience in facilities acquisition and management, having built 45 charter school campuses. They have secured over \$200M in financing and have established relationships with lenders, including CDFIs and banks. They are experienced at partnering with local architects and contractors and working with public agencies to streamline approvals.

**Procurement process for the purchase of services and goods that exceed \$10,000:** All purchases over \$10,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services. **Section 29** further explains the purchasing policy.

## **Attachments**

--- No Attachments ---

# FINANCIAL PLAN AND CAPACITY

## 29. Financial Plan

### Financial Plan

#### Overview

Summit Public Schools Central Office will manage all of Summit Seattle #2's finances, internally. Our experienced team has managed the finances of the California-based Summit schools for the past 8 years and has sophisticated systems and policies for effectively managing charter school finances.

Our current Finance Team includes:

- Chief Financial Officer
- Controller
- Payroll Manager/ Accountant
- Analyst/ Receivables Manager
- Bookkeeper

The service provided to the Regional Office and Seattle #2 will be detailed in the SPS Service Contract, approved annually in a public meeting.

The following pictorial summarizes the major financial responsibilities in the organization. Each of these is also detailed in the text below.

Activity	School Site	SPS CA Finance Team	SPS CA CFO	Chief Regional Officer	SPS WA Board
Budget	Provides input		Leads development	Makes proposal	Finance Committee Reviews/ Board Approves
Audit		Provides input	Leads process		Audit Committee Reviews/ Board Approves
AR/AP/Banking		Leads	Approves all		Signs all checks. Reviews

		process	invoices		Balance Sheet
Budget Monitoring	Variations and forecasts reviewed 2 x month with Director		Leads process	Variations and forecasts reviewed 1 x month	Finance Committee Reviews
Payroll		Leads process		Approval of all compensation	Finance Committee Reviews
Cash Management			Leads process		If any loan is needed, Board approval required
Authorizer Reporting	Provides input	Provides input	Leads process		Approval when required

**Financial Planning**

Our CFO works regularly with all Summit school leaders to plan and monitor the budgets. In bi-weekly meetings, the CFO trains the school leaders on financial management, analyzes budget versus actuals, variances, monitors cash and provides real-time access to all financial data. This is a very tight and collaborative relationship where the school leader has significant ownership over the school-site budget and also has an expert partner to ensure success.

After budgets are created by the CFO and the school leader, they are reviewed with the faculty, the Leadership Team at Summit Public Schools and SPS-WA, the CEO, CRO, and the joint finance committee of the Summit and WA Boards. Then each budget is taken to the full SPS WA Board at a public Board meeting for approval. Budgets are revised once a year, in the Fall. In addition to presenting the one-year budget in detail, the CFO also presents a multi-year model for context and planning.

**Systems**

Summit Public Schools uses a charter-school accounting system built on the NetSuite platform. We license this system from EdTec, a back office service provider. EdTec also works with several other Washington applicants through the Washington Charter Schools Association and has built a



custom chart of accounts to reflect Washington accounting. The system allows us to track all revenue and expenses individually by school and includes multiple customizable options for tracking specific targeted funds such as federal funds or transportation. Additionally, we can run consolidating and consolidating reports across the network. Summit Seattle #2 will have access to real-time, online financial data.

Summit Public Schools contracts with Trinet, an online Human Resources partner for payroll and manage benefits administration. We have worked with Trinet for almost three years and will continue to use their expert services as we open in Washington. Partnering with Trinet allows us an online platform for HR management and access to a wide variety of benefits at a reduced cost (versus operating as a stand-alone organization).

## **Transparency**

The financial documents for Summit Public Schools 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 vs actuals and balance in a public meetings
- Review and approve the audit in a public meeting
- Review and approve the 990 in a public meeting

## **Policies**

Summit Public Schools maintains tight internal policies as evidenced by our 12 years of clean audits. The Board of Directors of Summit Public Schools Washington will review the following policies and procedures to ensure the most effective use of the funds of Summit Seattle #2 to support its mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately.

Below is a sampling of our policies. Full policies are available in ***Attachment 33***.

## **Overview**

1. The SPS WA Board of Directors formulates financial policies and procedures, delegates administration of the policies and procedures to the CEO, the Chief Regional Officer and Executive Director of the school site, and reviews operations and activities on a regular basis.
2. The CEO of Summit Public Schools and the Chief Regional Officer of SPS WA have responsibility for all operations and activities related to financial management of Summit Public Schools Washington. The Executive Director of the school site has responsibility for all operations and activities related to financial management at the school site.
3. Financial duties and responsibilities must be separated so that no one employee has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.
4. The SPS WA Board of Directors will commission an annual financial audit by an independent third party auditor who will report directly to it. The WA Board will approve the final audit report, and a copy will be provided to the Commission. Any audit exceptions and/or deficiencies will be resolved to the satisfaction of the SPS WA Board of Directors and the Commission.

## **Annual Financial Audit**

1. The SPS WA Board of Directors will annually appoint an audit committee by January 1 to select an auditor.
2. Any persons with expenditure authorization or recording responsibilities within Summit Seattle #2 may not serve on the committee.
3. The committee will annually contract for the services of an independent certified public accountant to perform an annual fiscal audit.
4. The audit will follow the Washington State standards and shall include, but not be limited to:
  - a. An audit of the accuracy of the financial statements
  - b. An audit of the attendance accounting and revenue accuracy practices
  - c. An audit of the internal control practices

## **Financial Reporting**

1. In consultation with the CEO, Chief Regional Officer, and Executive Director, the financial team at Summit Public Schools will prepare the annual financial budget for approval by the SPS WA Board of Directors. The budget will be revised once each fiscal year, usually in October or November.
2. The financial team at Summit Public Schools will submit a monthly balance sheet and monthly revenue and expense summaries to the CEO, Chief Regional Officer, and Executive Director including a review of the discretionary accounts and any line items that are substantially over or under budget (< or > 10% of established budget). The report will be reviewed at the Finance Committee meeting and the scheduled SPS WA Board meeting and action will be taken, if appropriate.
3. Each month, the Central Office financial team will also prepare an updated budget forecast and statement of cash flows. The budget forecast will highlight any variances from the approved budget.
4. The financial team at Summit Public Schools Central Office will provide the CEO, Chief Regional Officer, and Executive Director and/or Board of Directors with additional financial reports, as needed.

## **Purchasing**

1. The Chief Regional Officer or CFO may authorize expenditures and may sign related contracts within the approved budget. The SPS WA Board of Directors must approve expenditures that would result in a budget variance of \$25,000 of the specific budget line item.
2. The SPS WA Board of Directors must approve contracts over 5% of operating expenses, with the exception of Expedition Contracts as approved in the adopted budget. Contracts below 5% of operating expenses and Expeditions contracts must be approved by the Chief Regional Officer, or the CFO.

## **Contracts**

1. Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e., consultants, independent contractors, subcontractors).
  - a. Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. They may also require that contract service providers list the School as an additional insured.
2. The CEO, Chief Regional Officer, and/or Executive Director will approve proposed contracts in writing.

## **Bank Checks**

1. The CFO will be authorized to open and close bank accounts. The two overseeing Board Members (the Board Finance Committee Chairperson and one other Board Member) may sign bank checks within established limitations.
2. The Bookkeeper will ensure that payments from private funds are drawn on the appropriate bank account.

### **Accounts Receivable**

1. Documentation will be maintained for accounts receivable and forwarded to the Bookkeeper.
2. Accounts receivable will be recorded by the Bookkeeper in the general ledger and collected on a timely basis.

### **Loans**

1. The CEO and the Board of Directors will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the charter-granting agency in accordance with the terms of the charter petition and/or other lenders in accordance with the loan documents.
2. Once approved, a promissory note will be prepared and signed by the CEO before funds are borrowed.
3. Employee loans are not allowed.

### **Financial Institutions**

1. All funds will be maintained at a high quality financial institution.
2. All funds will be maintained or invested in high quality, short maturity, and liquid funds.
3. Physical evidence will be maintained on-site for all financial institution transactions.

### **Retention of Records**

1. Financial records, such as transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documentation will be retained for a minimum of seven (7) years. At the discretion of the Board of Directors or CEO, CRO, and/or Executive Director, certain documentation may be maintained for a longer period of time.
2. Financial records will be shredded at the end of their retention period.
3. Appropriate back-up copies, including financial and attendance accounting data, will be regularly prepared.

### **Funds Balance Reserve**

1. A funds balance in accordance with state recommendations for charter schools will be maintained.

### **Insurance**

1. The CFO will ensure that appropriate insurance is maintained at all times with a high quality insurance agency.
2. The CFO will maintain the files of insurance policies, including an up-to-date copy of all certificates of insurance, insurance policies and procedures, and related claim forms.
3. The CFO will carefully review insurance policies on an annual basis, prior to renewal. The finance committee will also audit these annually.
4. Insurance will include general liability, worker's compensation, student accident, professional liability, and directors' and officers' coverage. Supplementary coverage will cover the

after-hours and weekend activities. Coverage will be in line with the limits listed in the school’s approved contract.

**Cash Management**

Summit Public Schools Washington Board will pass a resolution stating that the Regional Office will provide all necessary funds to any of the schools in its Washington portfolio, including any and all new schools that will be opened in the future, in the event that any such school is negatively impacted as a result of state cash disbursements or other similar financial circumstances.

Summit Public Schools Washington has already raised the cash to cover the operating expenses in Year 1, as demonstrated in Summit Seattle #2’s budget.

**Attachments**

29.1	<a href="#">Attachment 33</a>	Jen Davis Wickens, 5/15/15 7:14 PM	PDF / 325.835 KB
29.2	<a href="#">Attachment 26</a>	Jen Davis Wickens, 5/15/15 7:13 PM	PDF / 1.378 MB
29.3	<a href="#">Attachment 25A</a>	Jen Davis Wickens, 5/15/15 7:13 PM	PDF / 298.023 KB
29.4	<a href="#">Attachment 25B</a>	Jen Davis Wickens, 5/15/15 7:12 PM	XLSX / 237.37 KB

**30. Financial Management Capacity**

The applicant team for Summit Seattle #2 includes almost 10 staff in the California Central Office who have successfully led financial management, fundraising and development, and accounting and internal controls for six existing Summit schools. The robust capacity is as follows:

**Financial Management and Accounting and Internal Controls:** Finance Team led by Isabelle Parker. Isabelle has been the CFO of Summit Public Schools for 8 years and was on the founding team of six Summit schools. Prior to Summit, Isabelle worked at EdTec, where she worked on the budget for a variety of charter school models, and she also received an MBA from Kellogg. The Finance Team has five staff dedicated to providing strategic leadership and effective management of financial resources, plus fiscal compliance and responsibility, for Summit Seattle #2. This team will provide direct support to Summit Seattle #2’s Executive Director related to audits, budget planning and management, Board reporting, state reporting, insurance, banking, payroll, bookkeeping, and more. The experienced team has managed the finances of the California-based Summit schools for the past 8 years and has sophisticated systems and policies for effectively managing charter school finances.

**Fundraising and Development:** Communications & Development Team led by Mira Browne. (See **Operations Capacity** section for more information on Mira.) This team has three staff members who have already supported the Washington Regional Office and Summit Seattle #2 in fundraising to cover startup costs for Summit Seattle #2 before it is at full enrollment. This team has fundraised the start-up costs for Summit’s other schools and has confirmed funding for Summit Seattle #2’s startup costs.

See **Attachment 12** for the individual qualifications of each of these leaders and further description of the financial supports that will be provided to Summit Seattle #2.

## Attachments

30.1	<a href="#">Attachment 39 - Additional Resumes for Leadership Team</a>	Jen Davis Wickens, 5/21/15 8:12 AM	PDF / 750.818 KB
30.2	<a href="#">Attachment 28</a>	Jen Davis Wickens, 5/15/15 7:15 PM	PDF / 1.278 MB
30.3	<a href="#">Attachment 27</a>	Jen Davis Wickens, 5/15/15 7:15 PM	PDF / 205.595 KB

## Notes

### **Colin Pippin-Timco, 5/20/15 6:05 PM:**

Attachment 28: Please include management letters for the following years: 2012 2013 2014 Guidance: 2015 RFP: Section 30: Financial Management Capacity, Question 3, p. 47: For the organization as a whole and any related business entities, provide the following as Attachment 28: (a) the last three years of independent financial audit reports and management letters; and (b) the most recent internal financial statements, including balance sheets and income statements.



# EXISTING OPERATORS

## 31. Existing Operators

### Track Record of Success with Similar Student Population

Summit Public Schools is a leading charter management organization serving the Bay Area’s diverse communities. It operates seven schools enrolling nearly 2,000 students. For twelve years, Summit has provided an innovative, personalized education to its students. Its accomplishments include:

- 100 percent of Summit students being eligible to apply to a four-year college.
- Its schools consistently ranking amongst the best in California, with its flagship school ranked the 103rd best high school in the nation by US News & World Report.
- Its flagship school being named as one of the nation’s Top 10 Miracle schools by Newsweek Magazine.
- Of Summit graduates, 96 percent being accepted to at least one four-year college or university.
- Summit graduates on track to complete college within six years at double the national average.
- In preparing for acceptance into a four-year college, every Summit student takes at least six Advanced Placement courses. 68% of Summit students pass at least one AP course, compared to 27% of students in California and 20% of students nationally.

This success has been achieved with a truly diverse student population that is representative of the many communities within the California Bay Area. Furthermore, it has been replicated in multiple new communities that are quite different from one another in their diversity, and Summit Seattle #2 will do the same in South Seattle. Summit believes one of the most powerful school options for all students is in heterogeneous schools with a rich mixture of student backgrounds, cultures, languages and life experiences. South Seattle is similarly heterogeneous on all of these dimensions. This belief in the power of heterogeneous schools is supported by extensive research from Linda Darling-Hammond.

For our four schools which are at capacity, the table below shows that the diversity of the schools mirrors the diversity of their surrounding districts, yet the communities are also distinct from one another. While the racial breakdown in the Bay Area is different than South Seattle, Summit is experienced in tailoring its proven model to new areas with different demographics, recruiting and serving a highly diverse student population, and meeting the unique needs of every single student.

	Hispanic	White	Asian	African American	Filipino	Other	ELL	SPED	FRL
<b>Redwood City</b>									
Summit Prep	54%	32%	7%	2%	3%	3%	12%	14%	53%
Everest	56%	29%	4%	3%	3%	4%	18%	17%	45%
Sequoia Union HS District	49%	33%	5%	3%	1%	8%	18%	12%	33%
<b>San Jose</b>									
Rainier	64%	14%	8%	5%	4%	6%	17%	7%	47%
Tahoma	69%	9%	10%	4%	2%	7%	7%	9%	49%
East Side Union HS District	52%	7%	28%	3%	8%	3%	18%	9%	43%
<b>Seattle</b>									
South Seattle	19%	17%	28%	30%	N/A	6%	13%	15%	67%

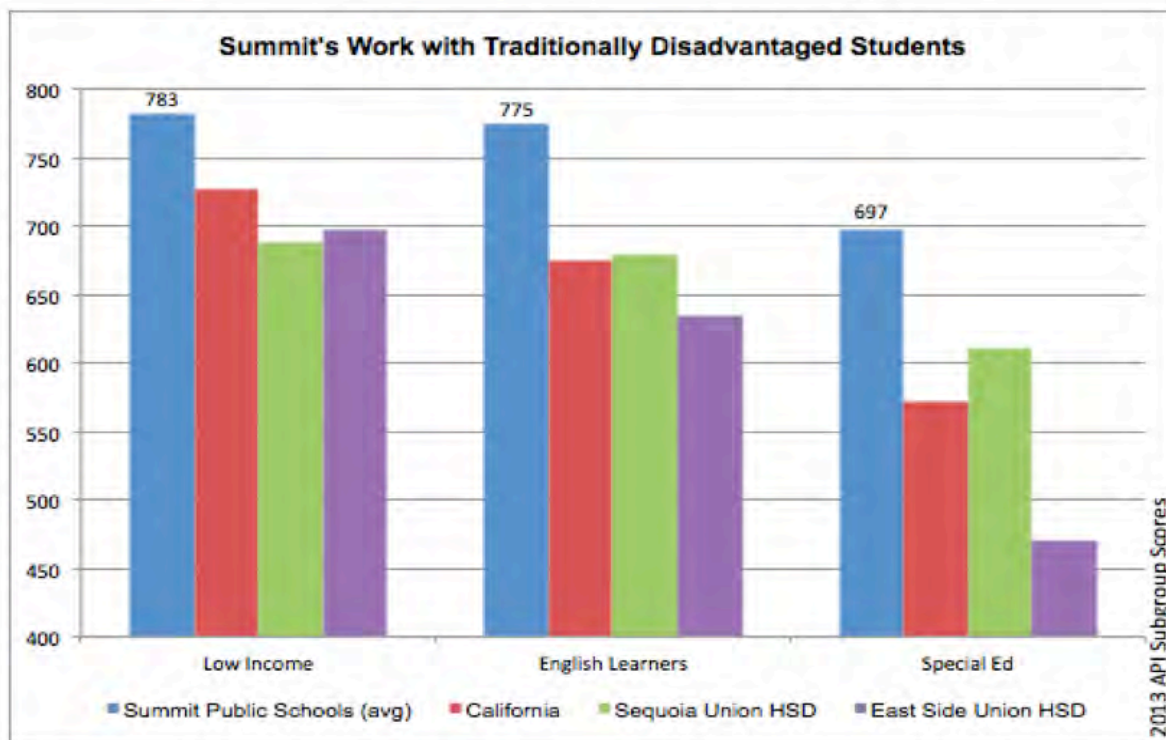
California creates one number – called the Academic Performance Index (“API”) – that combines all statewide testing for individual students, along with a number of other measures of success, as an easy way for schools to assess their standing. An API can range from 200 to 1000, and California has set a target of 800 for all schools to attempt to reach. All four Summit schools perform well above California’s measure of a successful school:

- Summit Prep: 845
- Everest: 822
- Summit Rainier: 823
- Summit Tahoma: 848

All four Summit schools rank among the top 20% of public high schools in the State of California. They also far surpass their peers in serving “at-risk” students. Some highlights include:

- Summit Prep ranks number 1 in the Bay Area and number 3 in California in serving students with disabilities.
- Summit Prep and Everest rank in the top 20 percent of public high schools serving English Language Learners in California.
- Low-income and Hispanic/Latino students at Summit Rainier and Tahoma earned API scores that place them in the top 20 percent of high schools in their County.
- Summit Tahoma ranks in the top 10% of public high schools serving socioeconomically disadvantaged students.
- Summit Tahoma ranks in the top 3% of public high schools in California serving English Language Learners, and Summit Rainier ranks in the top 10%.

The chart below shows that when Summit schools are compared to their host districts, Summit is outperforming the districts in serving disadvantaged students.



The same is true across the various “at-risk” populations that Summit serves. Hispanic Summit students are outperforming their district peers by 68 API points in Sequoia Union and 136 in East Side Union. Similarly, African American Summit students are outperforming their district peers by 122 API points in Sequoia Union and Filipino Summit students are outperforming East Side Union

peers by 92 API points. Lastly, Summit special education students are outpacing their peers in our host districts by 150-250 API points. Thus, Summit Public Schools has a significant track record serving similarly diverse students as those Summit Seattle #2 will serve from South Seattle.

## Organizational Growth Plans

Summit is committed first and foremost to ensuring that every school opened as a Summit school fulfills its mission to prepare a heterogeneous student population for success in a 4-year college and to be thoughtful, contributing members of society. When a Summit Board is confident that the schools are able to do that, and when they are confident that Summit can be part of a broader public school solution to reform education for all students, they “greenlight” additional growth. Currently, the Summit Public Schools board has approved plans to open three schools in Washington – two in fall 2015 and one in fall 2016, all in the Puget Sound region. Summit Public Schools is also open to continuing to grow in the Bay Area in California as long as we can ensure the fidelity of all schools in the organization. Summit’s most recent school opened in the Fall of 2014 with 125 seventh graders in West Contra Costa County, CA and Summit is applying to open one school in 2016 in the same district. Summit remains open to adding additional schools in the Bay Area if it is consistent with the expansion criteria listed below. Similarly, Summit will continue to grow in Santa Clara and San Mateo Counties as there is demand for more Summit schools and viable facilities options. Summit Public Schools uses the following criteria to greenlight expansion:

- Need – college preparedness, academic performance, heterogeneous student demographics, and size of student population
- Faculty – potential to attract leadership and teachers, presence of high quality schools of education, proximity to talent
- Facility – availability, supply, cost
- Finances – various revenue sources, enrollment pool, costs
- Political Viability – charter history, political landscape, local leadership

## Capacity to Support Growth

The three planned schools in Washington will support a Regional Office that provides educational services to the schools. All three of those schools would be in the Puget Sound region, making it very feasible for the Regional Office to provide local support. Additionally, the Summit Public Schools Central Office team in California has significant capacity and expertise to support any and all growth. The central office is comprised of the following teams: Finance, Academics, Technology, Information, People, Growth, Communications & Development, and Expeditions. All of these teams provide robust support services to support any further growth (see ***Start Up and Ongoing Operations*** section and ***Attachment 32*** for more detail on the supports these teams provide.)

This robust set of teams has successfully supported the opening of Summit’s seven existing schools and will continue to do so. This Central Office is currently comprised of ~60 staff and will increase a small amount as we add 5 schools to the Bay Area in the next 5 years, totaling 12 CA schools and 3 WA schools. Furthermore Summit has recently moved to a regional office structure, with the Bay Area region comprised of 7 schools and the Puget Sound region comprised of 3. Regional Offices in the Bay Area will be able to support schools on the ground in their more day-to-day needs (e.g., special education, college, immediate technology needs).

## Status Report Regarding Compliance with Pre-opening Conditions

SPS-WA has made significant progress towards ensuring that both Summit Sierra in Seattle and Summit Olympus in Tacoma open strong in the Fall of 2015. Both schools have met all of their

Pre-Opening Conditions due to-date and they are on track to meet those that are upcoming. Of note, SPS-WA has secured a long-term facility for each of these schools; recruited a diverse group of student applicants for the schools, with applications from over twenty ZIP codes in the cities of Seattle and Tacoma; and engaged numerous outstanding faculty applicants.

### Non-Renewal

No Summit schools have ever been closed, non-renewed, or subject to charter revocation.

## Attachments

31.1	<a href="#">Attachment 29</a>	Jen Davis Wickens, 5/15/15 7:16 PM	PDF / 296.875 KB
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**summit**  
public schools

## **Summit Public School: Seattle #2**

*Footnotes*



## **Section 6. Footnote**

[1] The minimum number of hours of academic instruction per day and week shall be calculated on annual basis so as to ensure the school exceeds the annual requirements established in RCW 28A.150.220(2). For example, if the school year consisted of 188 days, the school would provide at least 344 minutes per day (~29 hours/week) of academic instruction to students in grades 9-12.

## **Section 8. Footnote**

[1] Along with other area charters, SPS-WA has already contacted the CYO Athletics League regarding potential participation in the League.



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## **Summit Public School: Seattle #2**

*Attachments*

# *Table of Attachments*

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- Attachment 2** Background Check Verification
- Attachment 3** Academic Rubrics, Scope and Sequence, Content Guides
- Attachment 4** Curriculum Development, Instructional Strategies, Partners
- Attachment 5** Graduation Requirements and Graduate Outcomes
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- Attachment 7** Enrollment Policy and Recruitment Plan
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- Attachment 10** Evidence of Community Support
- Attachment 11** Executive Director Job Description, Resume, Biography
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- Attachment 13** Organizational Documents and Statement of Assurances
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- Attachment 26** Budget Narrative and Evidence of Funds
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- Attachment 30*** Supports for Special Populations
- Attachment 31*** Performance Tasks and Info for Data Packets
- Attachment 32*** Support Services
- Attachment 33*** Financial Policies
- Attachment 34*** Board Training To-Date
- Attachment 35*** Restorative Practices
- Attachment 36*** About Summit Public Schools
- Attachment 37*** Conflict Resolution Procedures
- Attachment 38*** Expeditions and Summer of Summit
- Attachment 39*** Additional Resumes for Leadership Team





# Summit Public School: Seattle #2

## Attachment 1

Pending Authorization & School Opening Form

## PENDING AUTHORIZATION AND SCHOOL OPENING

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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
CA	West Contra Costa Unified School District	Summit Public School: WCCUSD #2	Submitted 4/21/15	Due by 6/21/15

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	Summit Public School: Sierra	8/17/15
WA	Washington State Charter School Commission	Tacoma	Summit Public School: Olympus	8/17/15



# Summit Public School: Seattle #2

## Attachment 2 Background Check Verification

## **Background Check Initiation**

The background check verification process for each SPS-WA Board Member, SPS-WA Chief Regional Officer, and the Summit Seattle #2 Executive Director has been initiated and fingerprint cards for the individuals listed below have been submitted to OPSI for processing. The process will be completed within the timetables set forth in the Sample Contract: Attachment 1, Pre-Opening Process and Conditions.

See attached fingerprint cards for the following staff and board members:

- Gordon Empey, Board Member, SPS-WA
- Michael Galgon, Board Member, SPS-WA
- Michael Orbino, Board Member, SPS-WA
- Greg Ponikvar, Executive Director, Summit Seattle #2
- Jen Davis Wickens, Chief Regional Officer, SPS-WA



## Summit Public School: Seattle #2

### Attachment 3

Cognitive Skills Rubric  
Habits of Success Continuum  
Sample Scope and Sequence  
Sample Content Guides  
AP Exams and Outside Courses



## Summit Public Schools Cognitive Skills Rubric

Dimension		High-level Description	References to Standards
Textual Analysis (Close Reading)	Theme/Central Idea	Determining <u>theme(s)/central idea(s)</u> and explaining how they develop and interact in a text	CCSS.ELA-LITERACY.CCRA.R.2
	Point of View/Purpose	Understanding the <u>point of view</u> or purpose/intent of an author/speaker and how that point of view or purpose/intent shapes the message or meaning of the text	CCSS.ELA-LITERARY.CCRA.R.6
	Development	Analyzing the development of events, individuals, and ideas/concepts over the course of a text	CCSS.ELA-LITERACY.CCRA.RI.3
	Structure	Analyzing an author's structural writing choices and how they affect the clarity and effectiveness of arguments, explanations, or narratives	CCSS.ELA-LITERACY.CCRA.RI.5
	Word Choice	Analyzing the effect of language, specifically word choice, on the meaning, tone, or mood of a text, and explaining how word choice relates to context or medium	CCSS.ELA-LITERACY.CCRA.RI.4
Using Sources	Selecting Relevant Sources	Selecting sources that support answering a particular research question with <u>relevant, credible</u> information	C3 Framework for Social Studies (D2.His.4-9)
	Contextualizing Sources	Recognizing how a source is situated within the world of its origin (time period, location, culture, etc.) and explaining how the meaning of the source is shaped by those conditions	C3 Framework for Social Studies (D2.His.4-9)
	Synthesizing Multiple Sources	Synthesizing information across multiple sources to support an argument or explanation	
Inquiry	Asking questions	Developing focused, answerable inquiry and research questions	NGSS Science Practice 1: Asking Questions and Defining Problems. CCSS.ELA-LITERACY.CCRA.W.7
	Hypothesizing	Developing hypotheses and predictions	NGSS Science Practice 1: Asking Questions and 3: Planning and Carrying Out Investigations
	Designing Processes and Procedures	Developing step-by-step processes to follow in the course of answering problems/prompts or conducting inquiries/investigations	NGSS Science Practice 3: Planning and Carrying Out Investigations

## Summit Public Schools Cognitive Skills Rubric

	Dimension	High-level Description	References to Standards
Analysis & Synthesis	<b>Identifying Patterns and Relationships</b>	Analyzing and organizing information (including numerical and visual) to answer a question or solve a problem	<b>NGSS Science Practice 4: Analyzing and Interpreting Data</b>
	<b>Comparing/Contrasting</b>	Identifying similarities and differences and using them to support, refine, or sharpen an argument or explanation	
	<b>Modeling</b>	Representing and translating concepts** with models, visual representations or symbols. OR Using appropriate tools to understand and analyze situations and to improve decisions ***"Concepts," in this dimension, refers to abstract situations/information, processes, and systems	<b>NGSS Science Practices 2: Developing and Using Models. CCSS Math Practice 4: Model with Mathematics.</b>
	<b>Interpreting Data/Info</b>	Developing justifiable interpretations of data and/or information from sources	<b>NGSS Science Practice 4: Analyzing and Interpreting Data. CCSS Math Practice 3: Construct Viable Arguments and Critique the Reasoning of Others.</b>
	<b>Making Connections &amp; Inferences</b>	Connecting ideas and making inferences based on evidence or reasoning	<b>CCSS.ELA-LITERACY.CCRA.R.1</b>
	<b>Critiquing the Reasoning of Others</b>	Evaluating arguments, explanations, and solutions, including identifying logical fallacies and missteps	<b>CCSS.ELA-LITERACY.CCRA.R.8 and CCSS Math Practice 3: Construct Viable Arguments and Critique the Reasoning of Others</b>
	<b>Justifying / Constructing an Explanation</b>	Using logic and reasoning to justify a response or explain a phenomenon	<b>NGSS Science Practice 6. Construction Explanations and Designing Solutions, and CCSS Math Practice 3: Construct Viable Arguments and Critique the Reasoning of Others.</b>

## Summit Public Schools Cognitive Skills Rubric

	Dimension	High-level Description	References to Standards
Composing / Writing	<b>Argumentative Claim</b>	Developing a strong argument through clear, well-sequenced claims in argumentative writing or speaking	<b>CCSS.ELA-LITERACY.CCRA.W.1</b>
	<b>Informational / Explanatory Thesis</b>	Constructing explanations or conveying ideas and information through clear, well-organized main and supporting ideas	<b>CCSS.ELA-LITERACY.CCRA.W.2</b>
	<b>Narrative</b>	Developing an oral or written narrative that relates connected experiences, events, procedural steps, or the like (whether they are real or imagined)	<b>CCSS.ELA-LITERACY.CCRA.W.3, CCSS English Language Arts Appendix A</b>
	<b>Counterclaims</b>	Acknowledging and developing alternate or opposing positions	<b>CCSS.ELA-LITERACY.CCRA.W.1</b>
	<b>Selection of Evidence</b>	Using relevant and sufficient <u>evidence</u> to support claims** <i>**In this dimension, which can be applied to both argumentative and explanatory tasks, "claims and subclaims" may also refer to theses/main ideas and supporting ideas.</i>	<b>CCSS.ELA-LITERACY.CCRA.W.1 and 2</b>
	<b>Explanation of Evidence</b>	Analyzing how the selected evidence supports the writer's statements (e.g., claims, subclaims, counterclaims, main ideas, supporting ideas, inferences)	<b>CCSS English Language Arts Appendix A, Definitions of the Standards' Three Text Types</b>
	<b>Integration of Evidence</b>	Representing evidence objectively and accurately (via appropriate quotation, summary, and/or paraphrase) and integrating evidence smoothly and strategically to support an argument, explanation, or analysis	<b>CCSS.ELA-LITERACY.CCRA.W.8</b>
	<b>Organization (Transitions, Cohesion, Structure)</b>	Using paragraph/section structure and transitions to communicate with clarity and coherence	<b>CCSS.ELA-LITERACY.CCRA.W.4</b>
	<b>Introduction and Conclusion</b>	Framing a composition with an effective introduction and conclusion, including using the concluding paragraph(s) to extend ideas	<b>CCSS.ELA-LITERACY.CCRA.W.1 and 2</b>
Speaking & Listening	<b>Discussion / Contribution</b>	Communicating ideas and contributing to discussion through questioning, connecting, and probing	<b>CCSS.ELA-LITERACY.CCRA.SL.1</b>
	<b>Preparation</b>	Entering a discussion or presentation with high-quality evidence (notes, research, connections, questions)	<b>CCSS.ELA-LITERACY.CCRA.SL.1</b>
	<b>Norms / Active Listening</b>	Using roles and norms to support collegial discussions and completion of group work	<b>CCSS.ELA-LITERACY.CCRA.SL.1</b>

## Summit Public Schools Cognitive Skills Rubric

	Dimension	High-level Description	References to Standards
<b>Products &amp; Presentations</b>	<b>Style and Language (Tone, Academic Language, Syntax)</b>	Using appropriate style in a written product, including academic language, tone, and syntax	<b>CCSS.ELA-LITERACY.CCRA.L.3, CCSS.ELA-LITERACY.CCRA.L.6</b>
	<b>Oral Presentation</b>	Using appropriate public speaking strategies to engage the audience and communicate points	
	<b>Multimedia in Written Production</b>	Integrating technology to create high-quality written products	<b>CCSS.ELA-LITERACY.CCRA.W.6</b>
	<b>Multimedia in Oral Presentation</b>	Integrating technology to create high-quality spoken presentations	<b>CCSS.ELA-LITERACY.CCRA.SL.5</b>
	<b>Conventions</b>	Using discipline-appropriate conventions to support clear expression of ideas and information	<b>CCSS.ELA-LITERACY.CCRA.L.1, CCSS.ELA-LITERACY.CCRA.L.2</b>
	<b>Precision</b>	Expressing ideas and information with exactness, specificity, and refinement	<b>CCSS Math Practice 6: Attend to Precision</b>

# Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	1	2	3	4
Textual Analysis (Close Reading)	Theme / Central Idea	No evidence of identifying a <u>theme or central idea</u> in a text.	<b>Identifies a <u>topic</u></b> in a text and <b>identifies some details that are relevant to that topic.</b>	Identifies a <b>theme/central idea</b> in a text and identifies some details that are relevant to that <b>theme/central idea.</b>	Identifies a <u>theme/central idea</u> in a text and <b>provides a limited explanation of how that theme/central idea is developed through specific details.</b>
	Point of View/Purpose	No evidence of identifying the <u>point of view</u> or purpose or an author/speaker	<b>Describes author's/speaker's <u>point of view</u> or purpose generally or with some inaccuracy.</b>	<b>Accurately</b> describes author's/speaker's <u>point of view</u> or purpose and <b>generally explains how that point of view or purpose/intent is conveyed through details.</b>	Accurately describes author's/speaker's <u>point of view</u> or purpose and <b>clearly explains</b> how that point of view or purpose is conveyed and <b>developed through the use of relevant details in the text. Explains how author's point of view differs from others and, where applicable, how the author acknowledges and responds to conflicting evidence or viewpoints.</b>



# Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	5	6	7	8
Textual Analysis (Close Reading)	Theme / Central Idea	<p>Identifies a <b>major theme/central idea</b> in a text and provides an <b>accurate explanation</b> of how that theme/central idea is developed through specific details.</p> <p><b>Provides some explanation of how the theme/central idea interacts with supporting ideas or other elements in the text (e.g., setting, plot, character).</b></p>	<p>Identifies <b>multiple themes/central ideas</b> in a text and provides an <b>accurate analysis of their development and interaction with each other</b> and with supporting ideas or other elements in the text (e.g., setting, plot, character).</p>	<p>Identifies multiple <b>themes/central ideas</b> in a text and provides a <b>thorough, accurate analysis</b> of their development and interaction with each other and with supporting ideas or other elements in the text (e.g., setting, plot, character).</p> <p><b>Where applicable, interprets theme/central idea through a critical lens or framework.</b></p>	<p>Identifies multiple <b>themes/central ideas</b> in a text and provides a <b>sophisticated analysis</b> of their development and interaction with each other and with supporting ideas or other elements in the text, <b>including an evaluation of which theme/central idea is the most significant and why.</b></p> <p>Where applicable, <b>persuasively</b> interprets theme/central idea through a critical lens or framework.</p>
	Point of View/Purpose	<p>Accurately describes author's/speaker's <u>point of view</u> or purpose and <b>analyzes</b> how that point of view or purpose is conveyed and developed through the use of relevant details in the text. Explains how author's point of view differs from others, including <b>the limitations or biases of the author's/speaker's point of view.</b> Where applicable, explains how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>Analyzes author's/speaker's <u>point of view</u>, including its development, limitations, biases, and differences from and responses to other points of view. <b>Explains how author/speaker uses rhetoric or differences in point of view to create specific effects.</b></p>	<p>Analyzes author's/speaker's <u>point of view</u>, including its development, limitations, biases, and differences from and responses to other points of view. <b>Analyzes author's/speaker's use of rhetoric or differences in point of view to create specific effects. Analyzes the effect of cultural experience on author's/speaker's point of view.</b></p>	<p><b>All of Level 7 PLUS: Identifies cases where the rhetoric or the development of point of view is particularly effective and analyzes how the point of view and/or rhetoric contributes to the power, persuasiveness, or beauty of the text.</b></p>

# Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	1	2	3	4
Textual Analysis (Close Reading)	Development	No evidence of analysis of the development of an event, individual, or idea/concept.	Provides a general outline of the development of the key event(s), individual(s), or idea(s)/concept(s) in a text.	Uses specific information in a text to show how a key event, individual, or idea/concept is introduced, explained, and developed in the text.	Explains how events, individuals, and/or ideas/concepts interact within a text and contribute to the development of the storyline or theme/central idea. Analyzes how the text makes connections and distinctions between or among key events, individuals, and/or ideas/concepts.
	Structure	No evidence of structural analysis.	Describes the key organizing features of a text. Explains, in generalities, how a section of text relates to the whole text OR how sections of text relate to each other.	Accurately describes the key organizing features of a text. Explains how a particular sentence, paragraph, or section fits into the overall structure of a text and how it relates to the central idea/theme.	Accurately and thoroughly describes the key organizing features of a text. Analyzes how a particular sentence, paragraph, or section contributes to the development of the central idea/theme of a text.

# Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	5	6	7	8
Textual Analysis (Close Reading)	Development	<p><b>Analyzes clearly and accurately</b> the development of a <b>complex</b> event, individual (e.g., someone with conflicting motivations) and/or idea/concept within a text. Analysis includes how the complex event, individual, and/or idea/concept is introduced, explained, and developed, and how it connects, is distinguished from, and interacts with other elements in the text.</p>	<p>Analyzes <u>clearly</u> and accurately how <b>a series of events or ideas/concepts unfolds</b> in a text, including when and how they are introduced and developed, the connections between/among them, and how they contribute to the development of the storyline or theme/central idea of the text.</p>	<p>Analyzes <u>clearly</u> and accurately how a <b>complex</b> series of events or ideas/concepts unfolds in a text, including when and how they are introduced and developed, the connections between/among them, and how they contribute to the development of the storyline or theme/central idea of the text.</p>	<p>Analyzes <u>clearly</u> and accurately the development (e.g., introduction, unfolding, connections, interactions) of a complex event, individual, and/or idea/concept <b>or</b> a series of complex events and/or ideas/concepts within a text. <b>Analysis includes an evaluation of the effectiveness of the development.</b></p>
	Structure	<p>Accurately and thoroughly describes the key organizing features <b>and sections</b> in a text. <b>Evaluates the effectiveness of a particular sentence, paragraph, or section in developing the central idea/theme.</b></p>	<p>Accurately and thoroughly describes the key organizing features and sections in a text. Evaluates the effectiveness of <b>particular sections in developing the central idea/theme of a text, as well as other key ideas/claims or elements (e.g., tone, meaning) of a text.</b></p>	<p><b>Efficiently</b> describes the key organizing features and sections in a text. <b>Evaluates the effectiveness of the overall structure of the text in developing the argument, explanation, or narrative.</b></p>	<p>Efficiently describes the key organizing features and sections in a text. Evaluates the effectiveness of the overall structure of the text in developing the argument, explanation, or narrative, <b>including whether the structure helps makes points clear and/or convincing, and the text engaging. When applicable, proposes structural changes that could improve the development of the argument, explanation, or narrative.</b></p>

# Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	1	2	3	4
Textual Analysis (Close Reading)	Word Choice	No evidence of analysis of author's word choice.	Explains the difference between a connotative meaning and a denotative meaning of a word in a text. Describes, with some clarity, why an author would pick one word over another in a text.	Identifies words and phrases that impact the meaning or tone of the text; generally explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and/or technical meanings); provides a limited explanation of how those word choices impact meaning or tone in the text.	Identifies words and phrases that impact the meaning and/or tone of the text; <b>clearly and accurately explains</b> the meaning of those words and phrases as they are used in the text (including figurative, connotative, and technical meanings); <b>explains the impact of those word choices on meaning and/or tone in the text.</b>
Using Sources	Selecting Relevant Sources	Selected sources provide no relevant evidence, or sources lack credibility.	Selects sources that contain some information <u>related</u> to the research topic.	Selects sources that are <b>generally relevant</b> to the research topic and mostly <b>credible</b> but may be too broad or too narrow to fully address the research question. Where applicable, sources have some variety in perspective and/or format.	Selects sources that <b>provide sufficient, credible information relevant to the research question.</b> Where applicable, sources vary in perspective and/or format.

# Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	5	6	7	8
Textual Analysis (Close Reading)		Identifies words and phrases that impact the meaning and tone of the text; <u>clearly</u> and accurately explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and technical meanings). <b>Clearly explains</b> the impact of those specific word choices on the meaning and/or tone of the text.	Identifies words and phrases that impact the meaning and tone of the text; <u>clearly</u> and accurately explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and technical meanings). <b>Explains the cumulative impact of those specific word choices</b> on the meaning and/or tone of the entire text. <b>Clearly</b> explains how specific word choices relate to context or medium.	Identifies words and phrases that impact the meaning and tone of the text; <u>clearly</u> and accurately explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and technical meanings). <b>Explains the impact of a pattern of word choices on meaning and/or tone, including how patterns of word choice relate to context or medium.</b> Where applicable, <b>generally explains how an author uses or refines the meaning of a key term/concept over the course of a text.</b>	Identifies words and phrases that impact the meaning and tone of the text; <u>clearly</u> and accurately explains the meaning of those words and phrases as they are used in the text (figurative, connotative, and technical meanings). <b>Analyzes the impact of a pattern of word choices on meaning and tone and the relationship between word choice and context or medium.</b> Where applicable, <b>clearly analyzes</b> how an author uses or refines the meaning of a key term/concept over the course of a text.
	Word Choice	Identifies words and phrases that impact the meaning and tone of the text; <u>clearly</u> and accurately explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and technical meanings). <b>Clearly explains</b> the impact of those specific word choices on the meaning and/or tone of the text. <b>Generally explains how specific word choices relate to context or medium.</b>	Identifies words and phrases that impact the meaning and tone of the text; <u>clearly</u> and accurately explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and technical meanings). <b>Explains the cumulative impact of those specific word choices</b> on the meaning and/or tone of the entire text. <b>Clearly</b> explains how specific word choices relate to context or medium.	Identifies words and phrases that impact the meaning and tone of the text; <u>clearly</u> and accurately explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and technical meanings). <b>Explains the impact of a pattern of word choices on meaning and/or tone, including how patterns of word choice relate to context or medium.</b> Where applicable, <b>generally explains how an author uses or refines the meaning of a key term/concept over the course of a text.</b>	Identifies words and phrases that impact the meaning and tone of the text; <u>clearly</u> and accurately explains the meaning of those words and phrases as they are used in the text (figurative, connotative, and technical meanings). <b>Analyzes the impact of a pattern of word choices on meaning and tone and the relationship between word choice and context or medium.</b> Where applicable, <b>clearly analyzes</b> how an author uses or refines the meaning of a key term/concept over the course of a text.
Using Sources		Selects sources that provide <b>detailed</b> , <u>credible</u> information <u>relevant</u> to the research question. Where applicable, sources vary in perspective and/or format.	Selects sources that provide <b>detailed</b> , <b>comprehensive</b> , <u>credible</u> information <u>relevant</u> to the research question. Where applicable, sources vary in perspective and/or format.	Selects sources that provide <b>nuanced</b> , comprehensive, <u>credible</u> information <u>relevant</u> to the research question. Where applicable, sources vary in perspective and/or format. <b>Any gaps or limitations in sources are noted.</b>	Selects sources that provide nuanced, comprehensive, <u>credible</u> information <u>relevant</u> to the research question <b>at a level of detail and complexity appropriate to the audience and purpose of the research.</b> Where applicable, sources vary in perspective and/or format. Any gaps or limitations in sources are noted <b>and the impact of those gaps and limitations is discussed.</b>
	Selecting Relevant Sources	Selects sources that provide <b>detailed</b> , <u>credible</u> information <u>relevant</u> to the research question. Where applicable, sources vary in perspective and/or format.	Selects sources that provide <b>detailed</b> , <b>comprehensive</b> , <u>credible</u> information <u>relevant</u> to the research question. Where applicable, sources vary in perspective and/or format.	Selects sources that provide <b>nuanced</b> , comprehensive, <u>credible</u> information <u>relevant</u> to the research question. Where applicable, sources vary in perspective and/or format. <b>Any gaps or limitations in sources are noted.</b>	Selects sources that provide nuanced, comprehensive, <u>credible</u> information <u>relevant</u> to the research question <b>at a level of detail and complexity appropriate to the audience and purpose of the research.</b> Where applicable, sources vary in perspective and/or format. Any gaps or limitations in sources are noted <b>and the impact of those gaps and limitations is discussed.</b>



# Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	1	2	3	4
Using Sources	Contextualizing Sources	No evidence of contextualizing sources.	Provides <b>partial or inaccurate information about a source's time and place of origin.</b>	Provides <b>accurate</b> information about a source's time and place of origin.	Provides accurate information about a source's time and place of origin and <b>provides some information about the historical, scientific, political, economic, social, and/or cultural conditions of the source's origin.</b>
	Synthesizing Multiple Sources	No evidence of synthesizing information from multiple sources. One source dominates the work.	<b>Information from more than one source is used to support an argument or explanation.</b>	Information from more than one source is used to support an argument or explanation. <b>Sources are described and discussed, but rarely discussed in relation to each other.</b>	<b>Connections among sources are made by comparing information from multiple sources and/or comparing the type of sources (e.g., format, genre, time period, etc.).</b>
Inquiry	Asking questions	No evidence of asking questions	<b>Questions are peripheral to a given topic.</b>	Questions are <b>relevant</b> to specific topic.	Questions are <b>relevant</b> to a specific topic <b>and are testable or researchable.</b>

## Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	5	6	7	8
Using Sources	Contextualizing Sources	Provides <b>accurate</b> information about the historical, scientific, political, economic, social, and/or cultural conditions of the source's origin. <b>Makes connections between these conditions and the contents of the source.</b>	Provides accurate, <b>relevant</b> information about the historical, scientific, political, economic, social, and/or cultural conditions of the source's origin, <b>including (where relevant) events and conditions leading up to or immediately following the source's creation. Generally explains how these conditions shape the meaning or significance of the source.</b>	Provides accurate, <b>relevant</b> information about the historical, scientific, political, economic, social, and/or cultural conditions of the source's origin, including (where relevant) events and conditions leading up to or immediately following the source's creation. <b>Clearly explains</b> how these conditions shape the meaning or significance of the source.	Provides <b>thorough, relevant</b> information about the historical, scientific, political, economic, social, and/or cultural conditions of the source's origin, including (where relevant) events and conditions leading up to or immediately following the source's creation. <b>Uses analysis of these conditions to strengthen and refine an argument or explanation.</b>
	Synthesizing Multiple Sources	Connections among sources are made by <b>grouping similar information/positions from multiple sources or identifying significant differences between sources</b> (in content and/or type).	<b>Information from multiple sources is compared and grouped to deepen or extend an argument or explanation.</b>	Information from multiple sources is compared, grouped, <b>and synthesized with the student's own claims or ideas to form a cohesive, supported argument or explanation.</b>	<b>Significant and nuanced connections are made among the sources</b> and synthesized with the student's own claims or ideas to form a cohesive, supported, <b>compelling</b> argument or explanation.
Inquiry	Asking questions	Questions are <b>valid</b> , testable or researchable, and <b>based on patterns or observations.</b>	Questions are valid, <b>focused</b> , testable or researchable, based on patterns/observations, <b>current research, and/or a specific model or theory.</b>	Questions are valid, <b>precise</b> , testable or researchable, and based on patterns/observations, <b>specific evidence from current research, and/or a specific model or theory.</b>	Questions are valid, <b>precise</b> , testable or researchable, based on patterns/observations, specific evidence from current research and/or a specific model or theory, and <b>push standard thinking on a given topic or in a particular discipline.</b>

# Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	1	2	3	4
Inquiry	Hypothesizing	No evidence of hypothesis or prediction.	<b>Provides a prediction or guess for a hypothesis with limited relationship to the question under investigation.</b>	Provides a prediction or <b>early hypothesis</b> with <b>some relationship</b> to the question under investigation.	<b>Articulates a relevant prediction of the expected results</b> with relation to the question under investigation, but <b>variables are <u>unclearly</u> stated.</b>
	Designing Processes and Procedures	No evidence of an action plan to address the problem/prompt	<b>Generates one or more steps to approach a problem/prompt; steps may be out of order or may not fully address the prompt.</b>	<b>Identifies a starting point</b> to address a problem/prompt and <b>creates useful follow-up steps</b> , though steps may be out of order or may not fully address the prompt.	Identifies a starting point to address a problem/prompt and <b>organizes useful follow-up steps in a logical, sequential order.</b> May not fully address the prompt.
Analysis & Synthesis	Identifying Patterns and Relationships	No evidence of analyzing information or identifying patterns.	<b>Information is organized into structures, but structures are not useful. Only simple patterns are identified, or more complex patterns are identified incorrectly.</b>	Organizes information into <b>mostly useful</b> structures. <b>Identifies patterns with some inaccuracies.</b>	Organizes information into mostly useful structures and <b>accurately identifies patterns.</b>

## Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	5	6	7	8
Inquiry	Hypothesizing	Constructs a <b>testable hypothesis</b> about the investigated question, <b>with a basic description of the variables</b> ("if.. then..."). <b>Hypothesis relates to observation, research, or scientific principle.</b>	Constructs a <b>clear</b> , testable hypothesis about the investigated question, with an <b>accurate description</b> of the variables ("if... then..."). <b>Hypothesis is based on observation, research, scientific principle, model, or theory.</b>	Constructs a <b>precise</b> , testable hypothesis about the investigated question, with an accurate <b>explanation</b> of the relationship between variables ("if... then... <b>because...</b> ") <b>Hypothesis is based on observation, research, scientific principle, model, or theory.</b>	Constructs a <b>precise</b> , testable, and <b>insightful</b> hypothesis about the investigated question, with accurate <b>and thorough</b> explanation of the relationship between variables ("if... then... because"). <b>Hypothesis is based on observation, research, scientific principle, model, or theory.</b>
Inquiry	Designing Processes and Procedures	Creates an <b>orderly action plan</b> that addresses all aspects of a problem/prompt with some inefficiencies.	Creates a <b>clear</b> and orderly action plan that is <b>mostly replicable</b> and addresses all aspects of a problem/prompt in an <b>efficient way. Includes a rationale for some steps or aspects of the plan.</b>	Creates a <b>clear, detailed</b> action plan that is <b>fully replicable</b> and addresses all aspects of a problem/prompt in an efficient way. Includes a rationale for <b>several</b> steps or aspects of the plan. <b>Where applicable, includes some alternate or contingency plans.</b>	Creates a <b>clear, detailed, fully replicable</b> action plan to address a problem/prompt <b>as efficiently as possible.</b> Includes a rationale <b>for the complete plan.</b> Where applicable, <b>acknowledges potential weaknesses or limitations</b> of the plan and includes <b>thorough</b> alternate or contingency plans.
Analysis & Synthesis	Identifying Patterns and Relationships	Organizes information into <b>useful</b> structures. Accurately identifies patterns <b>and some relationships among patterns.</b>	Organizes information into useful structures. Accurately identifies <b>significant/relevant</b> patterns and <b>relationships among patterns.</b>	Organizes information into useful structures. <b>Identifies and explains</b> significant/relevant patterns and the relationships among patterns. <b>Makes note of examples and data that do not fit the pattern(s) or relationship(s).</b>	Organizes information into useful structures. Identifies and explains significant/relevant patterns and relationships among patterns. <b>Identifies and explains</b> examples and data that do not fit the pattern(s) or relationship(s).

# Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	1	2	3	4
Analysis & Synthesis	Comparing/ Contrasting	No evidence of comparing/contrasting.	Identifies <b>minor or surface-level similarities and/or differences.</b>	Identifies <b>significant</b> similarities and differences.	Identifies significant similarities and differences <b>relevant to a specific claim/main idea/thesis.</b>
	Modeling	No evidence of using models, visuals, or symbols to represent concepts.	Identifies surface level components of a concept and develops an accurate visual or model; key features of the concept are missing or only partially represented. OR Most key features are represented, with inaccuracies.	Identifies <b>general components</b> of a concept and develops a <b>partially accurate</b> visual and/or model to represent some key features.	Identifies <b>specific components</b> of a concept and develops an <b>accurate</b> visual and/or model to represent most key features.



# Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	5	6	7	8
Analysis & Synthesis	Comparing/ Contrasting	<p>Identifies significant similarities and differences <u>relevant</u> to a specific claim/main idea/thesis. <b>Explains in a limited way why the similarities/differences are meaningful within the frame of reference (i.e., the claim/main idea/thesis).</b></p>	<p><b>Analyzes or evaluates</b> significant similarities and differences <u>relevant</u> to a specific claim/main idea/thesis. <b>Thoroughly explains</b> why the similarities/differences are meaningful within the frame of reference.</p> <p><b>Organizes points of comparison in a logical way.</b></p>	<p>Analyzes or evaluates significant similarities and differences <u>relevant</u> to a specific claim/main idea/thesis, <b>including an explanation of how the similarities/differences support a specific claim/main idea/thesis.</b></p> <p>Organizes points of comparison in a way that <b>supports understanding and analysis.</b></p>	<p>Analyzes or evaluates significant similarities and differences <u>relevant</u> to a specific claim/main idea/thesis, including an explanation of how the similarities/differences <b>refine or sharpen a specific claim/main idea/ thesis.</b></p> <p>Organizes points of comparison in a way that <b>best highlights and frames similarities and differences for analysis and understanding.</b></p>
Analysis & Synthesis	Modeling	<p>Identifies <b>significant</b> components of a concept and develops an accurate visual and/or model to represent <b>key features</b>. <b>Visual or model begins to make visible the relationship of the components to the whole.</b></p>	<p>Identifies significant components of a concept and develops accurate <b>visual(s) and/or model(s)</b> to represent key features. Visual(s) or model(s) <b>highlight</b> the relationship of the components to the whole and <b>makes visible the relationships among components.</b></p>	<p>Identifies significant components of a <b>complex concept</b> and develops accurate visual(s) and/or model(s) to represent key features. Visual(s) or model(s) <b>highlight</b> the relationships of the components to the whole and the relationships among components. <b>Model allows for manipulation and/or testing of a proposed idea, process, or system.</b></p>	<p><b>Develops and/or uses multiple types of models to accurately represent and manipulate complex concepts.</b> Visuals or models highlight the relationships of the components to the whole and the relationships among the components. <b>Evaluates the merits and limitations of each model and moves flexibly between model types as appropriate to the purpose.</b></p>

# Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	1	2	3	4
Analysis & Synthesis	Interpreting Data/Info	No evidence of interpretation. May describe or summarize empirical data or information from sources with some inaccuracies.	<b>Describes or summarizes empirical data or information from sources.</b>	<b>Provides some partial or general analysis of data/information. May contain errors.</b>	Provides a <b>reasonable interpretation</b> of data/information. May contain <b>minor errors</b> .
	Making Connections & Inferences	No evidence of inference or making connections.	<b>Makes surface-level inferences that are only generally based on evidence or are too broad, with minimal connection between a specific example and the larger idea.</b>	Makes <b>inferences that are based on evidence</b> but may be <b>partially formed with gaps in explaining the connection of a specific example to the larger idea.</b>	Makes <b>relevant</b> inferences based on evidence and <b>attempts to identify the larger significance of the inference.</b>  Connections between a specific example and the larger idea are <b>clear</b> and <b>appropriate</b> .

# Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	5	6	7	8
Analysis & Synthesis	Interpreting Data/Info	Provides an <b>accurate interpretation</b> of data/information. <b>Applies some analytic strategies (e.g., sorting, compare/contrast) or concepts (e.g., mean, mode) to characterize the data/information.</b>	Provides an accurate interpretation of data/information. Applies <b>appropriate</b> analytic strategies or concepts to characterize the data/information. <b>Considers the context from which the data/information arose.</b>	Provides a <b>thorough</b> , accurate interpretation of data/information. Applies <b>multiple</b> analytic strategies or concepts to characterize the data/information. Considers the context from which the data/information arose. <b>Recognizes gaps or outliers in the data/information.</b>	Provides a thorough, accurate interpretation of data/information. Applies multiple analytic strategies/concepts and <b>determines which strategy/concept is best for the purpose of the analysis.</b> Considers the context from which the data/information arose. <b>Explains</b> gaps or outliers in the data/information.
	Making Connections & Inferences	Makes <u>clear and relevant</u> inferences based on evidence and <b>partially explains</b> the larger significance of the inference.  <b>Connections to the larger idea are made through multiple examples but may have some gaps in explanation or may not be fully developed.</b>	Makes <u>clear, relevant, thoughtful</u> inferences and <b>explains</b> their larger significance. <b>Where applicable, identifies limitations of inferences based on gaps in evidence.</b>	Makes <u>clear, highly relevant and thoughtful</u> inferences and <b>thoroughly explains</b> their larger significance. Where applicable, identifies limitations of inferences based on gaps in evidence. <b>Uses inferences as the basis for predictions or broader generalizations.</b>  Connections to the larger idea are clearly made through multiple examples, <b>including attempts at non- or counter-examples.</b>	Makes <u>clear, highly relevant, insightful</u> inferences and thoroughly explains their larger significance <b>with sophisticated insight or originality of interpretation.</b> Where applicable, identifies limitations of inferences based on gaps in evidence. Uses inferences as the basis for predictions or broader generalizations.  Connections to the larger idea are clearly made through multiple examples, including non- or counter-examples.

## Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	1	2	3	4
Analysis & Synthesis	Critiquing the Reasoning of Others	No evidence of evaluation. May summarize or restate argument/explanation.	Traces the general arc of an argument or explanation. Begins to evaluate the argument or explanation by making general quality judgments (e.g., "strong" or "weak").	Traces the argument or explanation and identifies specific claims. Evaluates the strength of the overall argument/explanation and some specific claims. Distinguishes claims that are supported by reasons and evidence from claims that are not.	Traces and evaluates the argument/explanation and specific claims, assessing whether the reasoning is logical and/or the evidence is relevant.
Analysis & Synthesis	Justifying / Constructing an Explanation	No evidence of justifying or explaining.	Provides mostly description of steps, procedures, or phenomena. Explanation or justification is missing or very limited.	Provides a description of specific steps, procedures, or phenomena and provides some explanation or justification for those steps, procedures, or phenomena.	Provides a logical chain of reasoning to explain or justify specific steps, procedures, or phenomena. Develops explanation/justification with some detail/examples.

## Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	5	6	7	8
Analysis & Synthesis	Critiquing the Reasoning of Others	<p><b>Delineates and evaluates</b> the argument/explanation and specific claims, assessing whether the reasoning is <b>valid</b> and/or the evidence is <b>relevant and sufficient</b>. Where applicable, <b>identifies some false statements and fallacious reasoning (logical fallacies)</b>.</p>	<p><b>Clearly</b> delineates and evaluates the argument/explanation and specific claims, <b>thoroughly</b> assessing <b>in detail</b> whether the reasoning is valid and/or the evidence is <b>relevant and sufficient</b>. Where applicable, identifies false statements and fallacious reasoning (logical fallacies) and <b>considers alternate claims or evidence that would improve the logic of the argument/explanation</b>.</p>	<p><b>Clearly</b> delineates and evaluates the argument/explanation and specific claims, thoroughly assessing in detail whether the reasoning is valid and the evidence is <b>relevant and sufficient</b>. Identifies false statements and fallacious reasoning and <b>thoroughly explains alternate claims or evidence to improve the logic of the argument/explanation</b>.</p>	<p><b>All of Level 7 PLUS</b> Identifies and evaluates the <b>appropriateness of the premise(s) or principle(s) on which the argument is constructed, and, where applicable, suggests alternate premise(s) or principle(s)</b>.</p>
	Justifying / Constructing an Explanation	<p>Provides a logical chain of reasoning to explain or justify steps, procedures, or phenomena <b>in support of an overall solution strategy / procedure or a holistic explanation of the phenomenon</b>. Develops explanation/justification with <b>relevant detail/examples</b>.</p>	<p>Applies a <b>specific premise (such as a disciplinary principle, axiom, or theory)</b> to explain or justify a solution, strategy, response, or phenomenon. <b>Fully develops</b> explanation/justification through <b>relevant detail and examples</b>. <b>Acknowledges limitations, tradeoffs, and/or alternate explanations /approaches</b>.</p>	<p>Applies <b>one or more specific premises</b> (such as disciplinary principles, axioms, or theories) to <b>insightfully</b> explain or justify a solution, strategy, response, or phenomenon. Fully develops explanation/justification through detail and examples. <b>Responds to</b> limitations, tradeoffs, and/or alternate explanations/approaches.</p>	<p><b>Uses a variety of logical strategies</b> and relevant, <b>sufficient</b> detail and examples to develop a <b>sophisticated, persuasive</b> explanation or justification that <b>fully takes into account</b> limitations, tradeoffs, and/or alternate explanations/approaches.</p>

## Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	1	2	3	4
Composing/Writing	Argumentative Claim	Claim is <u>unclear</u> or missing.	Main claim is generally introduced; subclaims are <b>limited, unrelated, or unclear.</b>	Main claim is <b>clearly</b> introduced; subclaims are <b>relevant to main claim.</b>	Claims and subclaims are <b>clearly</b> introduced throughout writing and organized so that relationships between claims and subclaims are evident.
	Informational / Explanatory Thesis	<u>Topic</u> or main idea of writing or speaking is <u>unclear</u> .	<u>Topic</u> of writing or speaking is clear; main idea/thesis is present but somewhat <b>unclear</b> ; supporting ideas are <b>limited, unrelated, or unclear.</b>	Main idea/thesis is <u>clear</u> ; supporting ideas are <b>relevant to main idea.</b>	Main idea/thesis is <u>clear</u> and <b>focused</b> ; supporting ideas are relevant and <b>organized so that relationships between main idea and supporting ideas are evident.</b>



## Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	5	6	7	8
Composing/Writing	Argumentative Claim	<p>Claims and subclaims are <u>clearly</u> introduced and organized in a way that <b>makes relationships among claims &amp; subclaims clear</b> and <b>supports the reader's understanding</b>. <b>Some attention is given to the significance of claims.</b></p>	<p>Claims and subclaims are <b>clear, focused, and consistent throughout the writing</b>; the sequencing of the claims and subclaims <b>builds the reader's understanding throughout the writing. The significance of the claims is clearly established.</b></p>	<p>Claims and subclaims are <u>clear</u>, <b>precise</b>, and consistent throughout the writing <b>with some nuance</b>; the sequencing of the claims and subclaims <b>creates a coherent structure</b> that builds the reader's understanding throughout the writing. The significance of the claims is <u>clearly</u> established and <b>developed.</b></p>	<p>Claims and subclaims are <u>clear</u>, <b>precise, and nuanced</b> throughout the writing; the sequencing of the claims and subclaims creates a <b>complex and coherent</b> structure that builds the reader's understanding throughout the writing. The significance of the claims is <b>clear and persuasive.</b></p>
Composing/Writing	Informational / Explanatory Thesis	<p>Main idea/thesis is <u>clear</u>, <b>focused, and consistent throughout the writing</b>; supporting ideas are <u>relevant</u>, organized in a way that makes relationships among ideas <b>clear</b> and that <b>supports the reader's understanding.</b></p>	<p>Main idea/thesis is <u>clear</u> and <b>complex</b>; <u>relevant, sufficient</u> supporting ideas are <b>explicitly connected</b> to main idea and <b>organized logically to create a coherent structure that builds the reader's understanding throughout the writing.</b></p>	<p>Main idea/thesis is complex, <b>focused, and consistent</b>; <b>highly relevant</b> supporting ideas are <b>tightly connected</b> to the main idea <b>and with each other to create a complex and coherent structure</b> that builds the reader's understanding throughout the writing.</p>	<p>Main idea/thesis is complex, <b>precise</b>, and consistent; <b>significant</b>, highly relevant supporting ideas build on the main idea and on one another <b>in an elegant progression</b> to create a complex and coherent structure that builds the reader's understanding throughout the writing.</p>

# Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	1	2	3	4
Composing/Writing	Narrative	Orientation, storyline, and/or organization of experiences, events, and/or steps is <u>unclear</u> or missing.	<b>Orientation, storyline, and/or organization of experiences, events, and/or steps are loosely established; experience/event/step sequence may not be logical or unfolds awkwardly; conclusion may be missing.</b>	Orientation (including point of view), storyline, and/or organization of experiences, events, and/or steps are <b>clearly established; organizational sequence is logical or unfolds naturally; narrative techniques are primarily limited to description and/or dialogue; conclusion may be weak.</b>	Orientation (including point of view), storyline, and/or organization of experiences, events, and/or steps are <b>clearly established; organizational sequence is logical, coherent, and/or unfolds naturally; where appropriate, multiple narrative techniques are used (e.g., description, dialogue, pacing, or reflection); description includes some precise vocabulary and some details and/or sensory language; conclusion generally follows from the narrated experiences/events/steps.</b>
	Counterclaims	Counterclaims are not acknowledged.	<b>Implicitly acknowledges counterclaims.</b>	<b>Explicitly</b> acknowledges counterclaims.	Explicitly acknowledges counterclaims and <b>clearly distinguishes them from claims.</b>
	Selection of Evidence	No <u>evidence</u> or <u>evidence</u> is completely unrelated to statements.	<b>Selects evidence that minimally supports claims because it is limited or weakly related.</b>	Selects <b>some relevant</b> evidence that supports main claim(s). Evidence for subclaims is still limited or weakly related.	Selects a variety of <b>relevant</b> evidence that <b>generally supports both</b> main claim(s) and subclaims.

## Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	5	6	7	8
Composing/Writing	Narrative	Orientation (including point of view), storyline, and/or organization of experiences, events, and/or steps are <u>clearly</u> established; organizational sequence is logical, coherent, and/or unfolds naturally <b>and smoothly</b> ; where appropriate, multiple narrative techniques are used <b>effectively</b> (e.g., description, dialogue, pacing, or reflection); description includes <b>precise vocabulary</b> and, where appropriate, <b>vivid details</b> and sensory language; conclusion <u>clearly follows</u> from the narrated experiences/events/steps.	<b>All of Level 5, plus: Uses a variety of techniques to sequence experiences/events/steps so that they build on one another to create a coherent whole, a particular tone and/or mood, and/or a specific outcome.</b>	<b>All of Level 6, plus: Uses narrative techniques to provide deep insight into the content (personalities and motivations, significance of events, etc.) Develops multiple plots, storylines, or sequences of events/steps.</b>	<b>All of Level 7, plus: Manipulates pace and other narrative elements to highlight the significance of experience/events/steps or create specific effects.</b>
		<b>Develops counterclaims with some evidence or detail and points out their limitations.</b>	<b>Develops counterclaims fairly with sufficient evidence or detail, pointing out their strengths and limitations in a way that anticipates the audience's knowledge level and concerns.</b>	<b>Develops counterclaims fairly and thoroughly with sufficient evidence or detail, pointing out their strengths and limitations in a way that anticipates the audience's knowledge level, concerns, values, and possible biases.</b>	<b>Develops counterclaims fairly and thoroughly with highly relevant evidence or detail; refutes counterclaims thoroughly and strategically, conceding points where appropriate to strengthen the writer's own argument.</b>
		<b>Selects a variety of relevant evidence that is sufficient to support main claim(s); evidence still only generally supports subclaims.</b>	<b>Selects a variety of detailed, relevant evidence that is sufficient to support both main claim(s) and subclaims.</b>	<b>Selects a variety of detailed, significant evidence that is sufficient to support and develop both main claim(s) and subclaims</b>	<b>Selects the most significant evidence that is highly appropriate to the audience's knowledge of the topic or other concerns to persuasively support and develop both claim(s) and subclaims.</b>

# Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	1	2	3	4
Composing/Writing	Explanation of Evidence	No evidence of analysis/explanation of selected evidence.	<b>Explanation of how selected evidence supports claims or statements is limited, consisting mostly of repeating, rewording, and/or summarizing the evidence.</b>	Provides <b>mostly relevant analysis</b> that <b>partially explains how selected evidence supports claims or statements</b> ; may still contain some repeating, rewording, and/or summarizing of evidence.	Provides <b>relevant</b> analysis that <b>explains</b> how the selected evidence supports claims or statements; <b>analysis stays rooted in the evidence but at times may be vague, illogical, or overly general.</b>
	Integration of Evidence	No evidence of integrating evidence from sources	<b>Evidence from sources is presented in an <u>unclear</u> or inaccurate way.</b>	Evidence from sources is <b>presented objectively and accurately. Little attention is given to the placement of evidence within the text.</b>	Evidence from sources is presented objectively and accurately <b>and inserted at appropriate points in the text to support an argument, explanation, or analysis.</b>

## Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	5	6	7	8
Composing/Writing	Explanation of Evidence	Provides <b>clear</b> analysis that <b>accurately explains</b> how the selected evidence supports claims or statements.	Provides <b>insightful and clear</b> analysis that <b>thoroughly and accurately</b> explains how the evidence supports claims or statements; <b>where applicable, analysis acknowledges some weakness(es) or gaps in the evidence.</b>	Provides insightful, <b>clear, compelling</b> analysis that thoroughly and accurately explains how the evidence supports claims or statements; where applicable, analysis <b>addresses</b> weakness(es) or gaps the evidence.	Provides insightful, compelling analysis that thoroughly, accurately, <b>and concisely</b> explains how the evidence supports claims or statements; where applicable, analysis <b>clearly addresses</b> weakness(es) or gaps in the evidence; <b>analysis is elegant in its precision and/or sophistication and originality.</b>
	Integration of Evidence	Evidence is presented objectively and accurately, positioned appropriately in the text, and <b>contextualized with introductory and/or explanatory phrases or statements.</b>	Evidence is presented objectively and accurately, positioned and contextualized appropriately, and <b>purposefully excerpted, paraphrased, or summarized to highlight the aspects that are most relevant or important to the argument, explanation, or analysis.</b>	Evidence is presented objectively and accurately, positioned and contextualized appropriately, and excerpted, paraphrased, or summarized strategically. <b>Evidence is integrated into the text in a variety of ways (e.g., breakout quotes, combination of summary and direct quote) that support the argument, explanation, or analysis and develop a consistent tone appropriate to the purpose.</b>	Evidence is presented objectively and accurately and <b>integrated seamlessly and strategically into the text</b> in a variety of ways that support the argument, explanation, or analysis and develop a <b>consistent and sophisticated</b> tone appropriate to the purpose.

# Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	1	2	3	4
Composing/Writing	<b>Organization (Transitions, Cohesion, Structure)</b>	Individual paragraphs are not organized around one idea. Connections between paragraphs or sections are not evident.	<b>Individual paragraphs are organized around one clear idea or claim; connections between paragraphs or sections are sometimes vague.</b>	<b>Paragraphs or sections are connected around a main idea but do not clearly build on one another. Transition words/phrases are present but are often formulaic.</b>	Paragraphs and/or sections are connected and sequenced to support understanding of ideas. Transitions are varied and are mostly appropriate and effectively used.
	<b>Introduction and Conclusion</b>	Introduction and/or conclusion are not present	<b>Introduction may include some general background or context information about the topic but does not address main idea(s) or claim(s); conclusion is present but does not summarize, restate, or support the main idea(s) or claim(s).</b>	Introduction includes some background or context information about the topic and generally introduces main idea(s) or claim(s); conclusion restates main idea(s).	Introduction includes related background or context information about the topic and introduces the main idea(s) or claim(s); conclusion logically follows from the content presented and ties back to main idea(s) or claim(s).



# Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	5	6	7	8
Composing/Writing	Organization (Transitions, Cohesion, Structure)	Paragraphs and/or sections are connected and <b>logically build upon one another to deepen</b> understanding of ideas and <b>clarify relationships among ideas</b> . Transitions are varied and <b>appropriately and effectively used</b> .	Paragraphs and/or sections are connected and <b>clearly and logically</b> build upon one another to deepen understanding of <b>complex</b> ideas and to clarify relationships among those ideas. Transitions are varied and appropriately and effectively used. <b>Sequencing of paragraphs and use of transitions help build cohesion</b> .	Sequencing of paragraphs and/or sections <b>creates a coherent whole that deepens understanding of the content and builds toward a particular outcome</b> . Transitions are appropriate, effective, and <b>varied in their structure and location</b> .	Sequencing of paragraphs or sections creates a coherent whole that deepens understanding of the content and <b>clearly guides the reader toward a particular outcome</b> . Transitions are appropriate, effective, and varied in their structure and location. <b>Sequencing of ideas and transitions is seamless and fluid, and enhances the purpose of the writing</b> .
	Introduction and Conclusion	Introduction includes <b>relevant</b> background or context information about the topic, introduces main idea(s) or claim(s), and <b>establishes purpose for writing</b> . Conclusion <b>summarizes the content presented and pulls multiple ideas together in relation to the main idea(s) or claim(s)</b> .	Introduction includes <b>relevant and sufficient</b> background or context information about the topic, introduces main idea(s) or claim(s), and establishes purpose for writing; <b>introduction is engaging</b> . Conclusion summarizes, pulls ideas together, and <b>highlights important points</b> of the content presented; <b>when appropriate, conclusion considers some implication(s) of the content presented</b> .	Introduction <b>clearly contextualizes the topic</b> , and <b>clearly establishes</b> the main idea(s) or claim(s) and purpose for writing; introduction is engaging. Conclusion summarizes, highlights, <b>and/or extends ideas as appropriate</b> ; when appropriate, conclusion <b>addresses implications or significance of the content presented</b> .	Introduction <b>clearly and concisely</b> contextualizes the topic and establishes the main ideas(s) or claims(s); introduction clearly establishes the purpose and <b>outlines the structure of the content that follows</b> ; introduction is engaging and <b>inviting</b> . Conclusion <b>strongly supports the content presented by clearly summarizing, highlighting, and/or extending ideas as appropriate</b> ; when appropriate, conclusion <b>clearly addresses implications/significance of and/or acknowledges questions that arise from the content presented</b> .

## Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	1	2	3	4
Speaking/Listening	Discussion / Contribution	Does not participate in discussions. No evidence of asking questions that elaborate or contribute to conversation.	Mainly restates general points of discussion. Does not connect to the ideas of others. Questions and responses are generally fact-based with minimal use of high-level questioning strategies or higher order thinking.	Expresses some original ideas and makes some connection to the ideas of others. Questions and responses demonstrate some use of high-level questioning strategies and/or higher order thinking.	Expresses original ideas clearly and connects to the ideas of others. Questions and responses are mostly high level. Attempts to move discussion forward by asking and responding to questions.
	Preparation	No evidence of preparation for discussions.	Prepares general notes for discussion. Notes do not include specific connections to key talking points.	Prepares general notes with some specific connections to highlight key talking points.	Prepares specific notes with connections to highlight key areas. Explicitly draws on those notes to probe and reflect on ideas under discussion.
Speaking/Listening	Norms / Active Listening	Does not adhere to established norms for collegial discussions.	Inconsistently adheres to established norms for collegial discussions.	Generally adheres to established norms for collegial discussions. Follows specific goals & deadlines. Enacts individual roles with help as needed.	Mostly adheres to established norms for collegial discussions. Tracks progress toward specific goals & deadlines. Enacts individual roles independently.

## Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	5	6	7	8
Speaking/Listening	Discussion / Contribution	Expresses original ideas <b>clearly and persuasively</b> ; connects to the ideas of others and <b>builds new pathways of discussion</b> . <b>Attempts to deepen discussion by asking connecting questions or building on the responses of others.</b>	Expresses original ideas <u>clearly</u> and persuasively. Builds new pathways of discussion that are clearly connected to the ideas of others. <b>Propels conversations by relating to broader themes.</b>	Expresses original ideas <u>clearly</u> and persuasively. Builds new pathways of discussion that are clearly connected to the ideas of others. <b>Uses questions and summarization to preserve focus.</b> Propels conversations by relating to broader themes.	Expresses original ideas <u>clearly</u> and persuasively. Builds new pathways of discussion that are clearly connected to the ideas of others. Uses questions and summarization to preserve focus. <b>Propels conversations</b> by relating to broader themes, <b>probing reasoning and evidence and/or promoting divergent and creative perspectives.</b>
		<b>Comes to discussions having read &amp; researched material for teacher-provided questions</b> ; explicitly draws on <b>texts &amp; research to stimulate a thoughtful, well-reasoned exchange of ideas.</b>	Come to discussions with <b>responses and evidence generated with peers through studying, research, or inquiry</b> ; explicitly draws on texts and research to stimulate a thoughtful, well-reasoned exchange of ideas.	Come to discussions with <b>self-generated questions</b> from studying, research, and/or inquiry. <b>Attempts to move discussion along by using those questions at appropriate moments.</b>	Comes to discussions with self-generated, <b>sequenced, specific questions and evidence to move the discussion along purposefully (i.e., toward an intended outcome or desired understanding).</b>
Speaking/Listening	Norms / Active Listening	<b>Adheres to teacher-enforced</b> collegial discussion norms. <b>Facilitates progress</b> toward specific goals & deadlines. <b>Attempts to establish individual roles within the group as needed.</b>	Adheres to teacher- <b>and group-enforced</b> collegial discussion norms. <b>Effectively facilitates progress</b> toward specific goals & deadlines. <b>Establishes appropriate</b> individual roles within the group as needed.	Adheres to <b>and helps enforce</b> collegial discussion norms. <b>Sets clear goals &amp; deadline and facilitates conversation and interaction to meet them.</b> <b>Manages</b> individual roles within the group as needed.	Applies collegial discussion norms to promote civil, democratic discussions & decision-making. Sets <u>clear</u> and detailed goals & deadlines and effectively facilitates conversation/interaction to meet them. <b>Efficiently manages individual roles</b> and partnerships within the group as needed.

# Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	1	2	3	4
Products & Presentations	Style and Language (Tone, Academic Language, Syntax)	Does not use formal language.	<b>Begins to use a formal style but includes a significant amount of informal language. Sentence structure frequently obscures meaning.</b>	Uses a formal style <b>most of the time</b> but may include <b>some informal language</b> . Sentence structure is <b>basic and repetitive</b> or <b>uneven and sometimes confusing</b> .	<b>Consistently</b> uses a formal style with <b>some academic or specialized language</b> . Sentence structure is <b>functional</b> ; <b>writing may demonstrate strong control over basic sentence structures but limited control over more complex structures</b> .
	Oral Presentation	No evidence of using appropriate eye contact, adequate volume, or clear pronunciation	<b>Uses minimal eye contact, inconsistent or inappropriate volume, inconsistent pronunciation, and inconsistent or inappropriate body posture.</b>	<b>Attempts to control</b> eye contact, volume, pronunciation, and/or body posture to enhance presentation <b>but may lapse into distracting behaviors at times</b> (too much or not enough eye contact, inappropriate volume, inconsistent pronunciation, or inappropriate body posture--e.g., overly stiff, too much gesticulation).	<b>Uses mostly appropriate</b> eye contact, <b>adequate</b> volume, <b>clear</b> pronunciation, and <b>appropriate</b> body posture (e.g., calm, confident).

## Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	5	6	7	8
Products & Presentations	Style and Language (Tone, Academic Language, Syntax)	Consistently uses a formal style with <b>consistently appropriate academic or specialized language</b> . Sentence patterns are <b>somewhat varied, with strong control over basic sentence structures and variable control over more complex structures</b> .	Consistently uses a formal style and academic/specialized language <b>when most appropriate but also varies style and language effectively given the purpose, audience &amp; conventions of the writing</b> . Sentence structures are <b>varied and effective</b> .	Consistently uses a formal style and academic/specialized language when most appropriate but also varies style, language, tone, and voice effectively given the purpose, audience & conventions of the writing. <b>Sentence structures are varied and used strategically to enhance meaning by drawing attention to key ideas or reinforcing relationships among ideas</b> .	<b>Style, language, tone, and voice build ethos and high reader engagement</b> . The style, language, tone, and voice are <b>perfectly appropriate to the audience, and effectively accomplish the author's purpose</b> . Sentence structures are varied, used strategically to enhance meaning, <b>and are often powerful or beautiful</b> .
		Uses <b>consistently</b> appropriate eye contact, adequate volume, <u>clear</u> pronunciation, and appropriate body posture (e.g., calm, confident).	Demonstrates consistent control of eye contact, volume, pronunciation, and body posture. <b>Uses some variation in volume and inflection to emphasize key points. Uses some body movements to enhance articulation</b> .	Demonstrates <b>strong</b> control of eye contact, pronunciation, and body posture. <b>Varies volume and inflection to maintain audience interest</b> and emphasize key points. Uses <b>fluid</b> body movements <b>to help audience visualize ideas</b> . <b>May use additional engagement techniques such as humor, anecdotes, rhetorical questions, etc. as appropriate to the context</b> .	Demonstrates strong control of eye contact, pronunciation, and body posture. Varies volume and inflection to maintain audience interest and emphasize key points. Uses fluid body movements to help audience visualize ideas. <b>Demonstrates a particularly engaging voice or style of presentation</b> .
Products & Presentations	Oral Presentation				

## Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	1	2	3	4
Products & Presentations	Multimedia in Written Production	No evidence of integrating technology into writing products.	<b>Uses technology inefficiently or ineffectively to produce/publish writing as well as to interact/collaborate with others.</b>	Uses technology, including the internet, <b>to produce/publish writing, link/cite sources, and interact/collaborate with others.</b>	Uses technology, including the internet, to produce/publish writing, link/cite sources, and interact/collaborate with others <b>effectively and efficiently. Uses technology/media tools to illustrate ideas or show relationships between information/ideas.</b>
	Multimedia in Oral Presentation	No evidence of integrating technology into presentations.	<b>Multimedia components &amp; visual displays in presentation are limited, detract from presentation, and/or do not clarify information and ideas.</b>	<b>Some</b> multimedia components (graphics, images, music, sound) and visual displays <b>help clarify or illustrate information and ideas.</b>	<b>Most</b> multimedia components and visual displays clarify or illustrate information and ideas.
	Conventions	No evidence of using the conventions of the discipline.	<b>Uses the conventions of the discipline with major errors that severely impede understanding.</b>	Uses the conventions of the discipline with a <b>cumulative pattern of minor errors</b> that impede understanding.	Uses the conventions of the discipline with <b>some minor errors</b> that <b>occasionally</b> impede understanding.



## Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	5	6	7	8
Products & Presentations	Multimedia in Written Production	Uses technology, including the internet, to effectively and efficiently produce, publish, and update <b>individual or shared writing products</b> . Uses <b>appropriate</b> technology/media tools to illustrate ideas or show relationships among information/ideas <b>effectively</b> .	Uses technology, including the internet, to produce, publish, and update individual or shared writing products. Uses <b>appropriate</b> technology/media tools to illustrate ideas or show relationships among information/ideas <b>by taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically</b> .	Uses technology, including the internet, to produce, publish, and update individual or shared writing products. Uses <b>carefully selected</b> technology/media tools creatively to illustrate ideas or show relationships among information/ideas by taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	<b>Uses technology beyond commonly used tools to explore novel and effective ways of producing writing products.</b>
	Multimedia in Oral Presentation	Most multimedia components and visual displays clarify or illustrate information and ideas <b>and strengthen arguments, explanations, and/or narratives by highlighting significant points</b> .	<b>All</b> multimedia components and visual displays are <b>purposeful and effective</b> (i.e., clarify, illustrate, and strengthen arguments, explanations, and/or narratives) and <b>add interest to the presentation</b> .	Multimedia components and visual displays are purposeful, engaging, effective, and <b>strategically/efficiently used to enhance understanding</b> of arguments, explanations, and narratives.	Multimedia components and visual displays are purposeful, engaging, effective, and strategically/efficiently used to enhance understanding of arguments, explanations, and narratives. <b>Integration of multimedia into presentation is seamless, engaging, and sophisticated.</b>
	Conventions	Uses the conventions of the discipline <b>appropriately; some minor errors, while noticeable, do not impede understanding</b> .	Uses the conventions of the discipline appropriately <b>with almost no noticeable errors</b> .	<b>Applies</b> the conventions of the discipline <b>consistently to support clear expression of ideas and information</b> . Errors are <b>so few and so minor</b> that the reader would be unlikely to notice them unless specifically looking for them.	Applies the conventions of the discipline consistently <b>and precisely</b> to support <b>clear, sophisticated</b> expression of ideas and information.

## Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	1	2	3	4
<b>Products &amp; Presentations</b>	<b>Precision</b>	No evidence of precision.	<b>Express ideas in very broad or general terms. Does not define terms, symbols, etc.</b>	<b>Mostly</b> expresses ideas with <b>adequate specificity for the given purpose.</b> Defines <b>some</b> terms, symbols, etc.	<b>Consistently</b> expresses ideas with adequate specificity for the given purpose. Defines <b>most</b> terms, symbols, etc.

## Summit Public Schools Cognitive Skills Rubric

Domain	Dimension	5	6	7	8
<b>Products &amp; Presentations</b>	<b>Precision</b>	Consistently expresses ideas with <b>clarity and specificity</b> . <b>Consistently</b> defines terms, symbols, etc.	Consistently expresses ideas with clarity and <b>specific, highly relevant detail</b> . Consistently defines terms, symbols, etc.	Expresses ideas with clarity <b>and efficiency</b> , using <b>no more detail than is needed</b> for the given purpose. Consistently defines terms, symbols, etc.	Expresses ideas and information with <b>near-perfect clarity and efficiency</b> , using no more detail than is needed for the given purpose. Consistently defines terms, symbols, etc. <b>Expression is refined and sophisticated.</b>

## Summit Public Schools Cognitive Skills Rubric

Glossary of Terms	
<b>Clear</b>	Easy to perceive, understand, or interpret. Not causing or allowing doubt.
<b>Credible</b>	Students should use the origin, authority, structure, context, and corroborative value of sources to evaluate their credibility and guide the selection of sources for a given purpose (See C3 Framework for Social Studies, D3.1-2). Additionally, they should critique the usefulness of sources for a specific inquiry based on the sources' authorship, date, place of origin, intended audience, and purpose (See C3 Framework for Social Studies, D2.11). If sources used are not credible, they are not truly relevant or appropriate for answering a research question. Therefore, levels 4-8 in the "Selecting Sources" dimension all demand that information from the selected sources be credible. There may be exceptions at higher levels of study wherein students explicitly identify non-credible sources and examine them for specific purposes.
<b>Evidence</b>	"Evidence" may include relevant facts, definitions, concrete details, data, quotations, or other information and examples appropriate to the audience's knowledge of the topic and the purpose for writing (CCSS.ELA-LITERACY.W.2.b).
<b>Orientation</b>	In a narrative, "orientation" refers to establishing a problem, situation, or observation and its significance as the premise for the narrative; it may also include establishing a narrator or perspective/point of view.
<b>Point of View</b>	"Point of view" refers to the opinion, attitude, or judgment an author has about a subject.
<b>Precise</b>	In general, "precise" is treated in this rubric as indicating a higher level specificity than "focused."
<b>Related</b>	This adjective is used in situations to indicate there is some kind of connection between things. It implies a weaker connection than "relevant."
<b>Relevant</b>	A stronger, more distinctive adjective, "relevant" is applied to important or pertinent information, connections, etc.
<b>Specific Effects</b>	"Specific effects" typically refers to effects on the audience that support the author's purpose. In an argument, one example would be invoking the reader's sympathy through emotional appeals in order to persuade them or gain their support. In literature, it may refer to narrative effects such as suspense, irony, or humor.
<b>Sufficient</b>	We use a legalistic definition, which identifies sufficient evidence as adequate to support the verdict of the jury or a finding of fact by the court (or, in our context, to support a student's claim or interpretation). Evidence is sufficient when it satisfies an unprejudiced mind. In other words, sufficient evidence is <i>adequate</i> --it does not leave you wanting more. The word sufficient does not mean <i>conclusive</i> --conclusive evidence is evidence that serves to establish a fact or the absolute truth of something.
<b>Theme/Central Idea</b>	A statement about a topic, expressed or implied by a text, such as "hardship can make or break a friendship" or "dolphins are regarded as one of Earth's most intelligent species."
<b>Topic</b>	A general concept or subject addressed by a text, such as "friendship" or "dolphins."
<b>Unclear</b>	Not easy to see, hear, or understand. Not definite; ambiguous.

# Habits of Success Continuum

	Topic	1 (Early Elementary)	2 (Late Elementary)	3 (Middle/Junior High School)	4 (Early High School)	5 (Late High School)
1. Self-Awareness & Self-Management Skills	A. Identify and manage one's emotions and behaviors[1]	Recognize and accurately label emotions and how they are linked to behavior. Demonstrate control of impulsive behavior.	Describe a range of emotions and the situations that cause them. Describe and demonstrate ways to express emotions in a socially acceptable manner.	Analyze factors that create stress or motivate successful performance. Apply strategies to manage stress and to motivate successful performance.	Analyze how thoughts and emotions affect decision making and responsible behavior. Generate ways to develop more positive attitudes. (Self-Esteem)	Evaluate how expressing one's emotions in different situations affects others. Evaluate how expressing more positive attitudes influences others.
	B. Recognize personal qualities and external supports. [2]	Identify one's likes and dislikes, needs and wants, strengths and challenges. Identify family, peer, school, and community strengths	Describe personal skills and interests that one wants to develop. Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.	Analyze how personal qualities influence choices and successes. (know how to learn) Analyze how making use of school and community supports and opportunities can contribute to school and life success.	Set priorities in building on strengths and identifying areas for improvement. Analyze how positive adult role models and support systems contribute to school and life success.	Implement a plan to build on a strength, meet a need, or address a challenge. Evaluate how developing interests and filling useful roles support school and life success.
	C. Demonstrate skills related to achieving personal and academic goals[3]	Describe why school is important in helping students achieve personal goals. Identify goals for academic success and classroom behavior.	Describe the steps in setting and working toward goal achievement. Monitor progress on achieving a short-term personal goal.	Set a short-term goal and make a plan for achieving it. (know how to learn) Analyze why one achieved or did not achieve a goal.	Identify strategies to make use of resources and overcome obstacles to achieve goals. Apply strategies to overcome obstacles to goal achievement. (Creativity and innovation)	Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement. Monitor progress toward achieving a goal, and evaluate one's performance against criteria.
2. Social Awareness & Interpersonal Skills	A. Recognize the feelings and perspectives of others[4]	Recognize that others may experience situations differently from oneself. Use listening skills to identify the feelings and perspectives of others.	Identify verbal, physical, and situational cues that indicate how others may feel. Describe the expressed feelings and perspectives of others.	Predict others' feelings and perspectives in a variety of situations. Analyze how one's behavior may affect others	Analyze similarities and differences between one's own and others' perspectives. Use conversation skills to understand others' feelings and perspectives.	Demonstrate how to express understanding of those who hold different opinions. Demonstrate ways to express empathy for others.
	B. Recognize individual and group similarities and differences[5]	Describe the ways that people are similar and different. Describe positive qualities in others.	Identify differences among and contributions of various social and cultural groups. Demonstrate how to work effectively with those who are different from oneself.	Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it. Analyze the effects of taking action to oppose bullying based on individual and group differences.	Analyze the origins and negative effects of stereotyping and prejudice. Demonstrate respect for individuals from different social and cultural groups.	Evaluate strategies for being respectful of others and opposing stereotyping and prejudice. Evaluate how advocacy for the rights of others contributes to the common good.
	C. Use communication and social skills to interact effectively with others. [6]	Identify ways to work and play well with others. Demonstrate appropriate social and classroom behavior.	Describe approaches for making and keeping friends Analyze ways to work effectively in groups.	Analyze ways to establish positive relationships with others. Demonstrate cooperation and teamwork to promote group effectiveness.	Evaluate the effects of requesting support from and providing support to others Evaluate one's contribution in groups as a member and leader.	Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families. Plan, implement, and evaluate participation in a group project.
	D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways[7]	Identify problems and conflicts commonly experienced by peers. Identify approaches to resolving conflicts constructively.	Describe causes and consequences of conflicts. Apply constructive approaches in resolving conflicts.	Evaluate strategies for preventing and resolving interpersonal problems. Define unhealthy peer pressure and evaluate strategies for resisting it.	Analyze how listening and talking accurately help in resolving conflicts. Analyze how conflict-resolution skills contribute to work within a group.	Evaluate the effects of using negotiation skills to reach win-win solutions. Evaluate current conflict-resolution skills and plan how to improve them.
3. Decision-Making Skills and Responsible Behaviors	A. Consider ethical, safety, and societal factors in making decisions.	Explain why unprovoked acts that hurt others are wrong. Identify social norms and safety considerations that guide behavior.	Demonstrate the ability to respect the rights of self and others Demonstrate knowledge of how social norms affect decision making and behavior.	Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions. Analyze the reasons for school and societal rules.	Demonstrate personal responsibility in making ethical decisions Evaluate how social norms and the expectations of authority influence personal decisions and actions.	Apply ethical reasoning to evaluate societal practices. Examine how the norms of different societies and cultures influence their members' decisions and behaviors.
	B. Apply decision-making skills to deal responsibly with daily academic and social situations. [8]	Identify a range of decisions that students make at school. Make positive choices when interacting with classmates.	Identify and apply the steps of systematic decision making. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.	Analyze how decision-making skills improve study habits and academic performance. Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.	Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions. Apply decision-making skills to establish responsible social and work relationships.	Analyze how present decision making affects college and career choices. Evaluate how responsible decision making affects interpersonal and group relationships.
	C. Contribute to the well-being of one's school and community.[9]	Identify and perform roles that contribute to one's classroom. Identify and perform roles that contribute to one's family.	Identify and perform roles that contribute to the school community. Identify and perform roles that contribute to one's local community.	Evaluate one's participation in efforts to address an identified school need. Evaluate one's participation in efforts to address an identified need in one's local community.	Plan, implement, and evaluate one's participation in activities and organizations that improve school climate. Plan, implement, and evaluate one's participation in a group effort to contribute to one's local community.	Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need. Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.

# Sample Scope and Sequence

## Course: Math 9

### Cognitive Skills

	Total assessments across dimensions	Cognitive Skill Domains and Dimensions																																		
		Speaking/Listening			Textual Analysis (Close Reading)				Using Sources		Inquiry		Analysis & Synthesis					Composing/Writing					Products & Presentations													
		Discussion / Contribution	Norms / Active Listening	Preparation	Development	Point of View/Purpose	Structure	Theme/Central Idea	Word Choice	Contextualizing Sources	Selecting Relevant Sources	Synthesizing Multiple Sources	Asking questions	Designing Processes and Procedure	Hypothesizing	Comparing/ Contrasting	Critiquing the Reasoning of Others	Identifying Patterns and Relationship	Interpreting Data/Info	Justifying / Constructing an Explanat	Making Connections & Inferences	Modeling	Argumentative Claim	Counterclaims	Explanation of Evidence	Informational/Explanatory Thesis	Integration of Evidence	Introduction and Conclusion	Narrative	Organization (Transitions, Cohesion, Selection of Evidence	Conventions	Multimedia in Oral Presentation	Multimedia in Written Production	Oral Presentation	Precision	Style and Language (Tone, Academic
<b>Projects</b> <a href="#">[edit]</a> <a href="#">[new]</a>	33											1		2	2	2		3	5	2	5			1					1	1	2	1	1	4		
Orientation Project	1																																			
Graphing Stories	4																																			
Infographic	4																																			
Stock Market	5																																			
Event Planning	6																																			
Projectile Motion	4																																			
Booming Populations	4																																			
Solid!	2																																			
Prove Yourself	3																																			

This visual highlights the cognitive skills applied in each project in this course. The **Summit Public Schools Cognitive Skills Rubric** demonstrates alignment between these 36 cognitive skills and Common Core State Standards in English Language Arts/Literacy and Mathematics, Next Generation Science Standards, and College, Career, and Civic Life (C3) Framework for Social Studies State Standards.



## Focus Areas

### Power Focus Areas

- Quadratic Expressions (Quadratics 1)
- Vertex Form of Quadratic Functions (Quadratics 3)
- Quadratic Formula and Irrational Roots (Quadratics 4)
- Exponential Growth (Exponential 1)
- Similarity
- The Pythagorean Theorem and Distance
- Understanding Functions
- Computations with Percents
- Arithmetic & Geometric Sequences
- Forms of Linear Functions (Linear 1)
- Special Cases of Linear Functions (Linear 2)
- Systems of Equations (Linear 3)
- Rational Roots of Quadratics (Quadratics 2)
- Solving Linear Equations

### Additional Focus Areas

- Domain and Range
- Graphs of Quadratic Functions (Quadratics 5)
- Two-Variable Inequalities (Linear 5)
- Solving One-Variable Inequalities

## Sample Project Detail: Booming Populations

### Overview

### Essential Question(s)

How can we understand and predict patterns of population change in countries around the world, using visual models such as scatterplots, spreadsheets, and linear or exponential functions? How do these mathematical models shed light on historical processes and events? What is the utility of such models for making long-range predictions?

### **Enduring Understanding(s)**

Linear and exponential models behave in fundamentally different ways, but both can be used to model various situations in social, political or scientific contexts. Each type of model has benefits and limitations. More importantly, these and other mathematical models can be used to approximate real-world data, and are useful for visualizing patterns, presenting basic information, and making predictions.

### **Performance Task(s)**

A written report for a simulated summit on population change around the world, predicting the population in a developing country 50 years from now.

### **Link to Teacher Resources Folder**

<https://drive.google.com/a/summitps.org/?tab=mo#folders/0B-gRQ3K4im5mclk2cU90UGtFMUk>

### **Description and Context**

Introduction:

What do Twitter, Facebook and Instagram have in common? (Hint: It's not just that they're social networking sites.) In fact, all of these platforms have shown a pattern of exponential growth in the number of their users. We can look at these patterns of growth and understand important information about the history of these companies, and maybe even make predictions about their future.

Similarly, the concept of exponential growth applies to areas and situations as diverse as bacterial growth, viral videos, and increase of populations. This project, second-to-last in the Algebra course, will use your skills with exponential and linear models to make predictions about human population growth in various countries. As city dwellers, we are all familiar with crowds of people, traffic jams, and other evidence of urban bustle. From a historical perspective, we live in a century of rapid human

population growth; social scientists estimate the world population in the year 2050 will be between 8.3 billion and 10.9 billion. The growth in human population may present various challenges and opportunities to our generation.

For instance, how will the global food system meet the rising demand for food? How will the increasing human population affect the natural environment of our planet? On the other hand, if a scientific, mathematical or artistic genius is "one in a million," what could our world look like when there are 9,000 such creative geniuses living at the same time?

Steps of the project:

You'll explore the population patterns of a country of your choice, starting in the year 1950. You'll work to develop various representations of the population data, including spreadsheets and scatterplots. Then, you'll analyze the data to understand the historical, political, economic or social trends that underlie the numerical information you are seeing. Next, you'll use your knowledge of linear and exponential functions to create linear and exponential models to approximate the data, and discuss which model represents the data more closely. Following this step, you'll use one of these models to make predictions about the future population of the country you chose. Finally, you'll prepare a brief presentation of your findings and present them to a "population summit" meeting of your classmates.


Cognitive Skills:



- \* Conventions - Using the correct notation and conventions of the mathematical discipline.
- \* Interpreting Data and Information - Gathering population data from the country you chose, and interpreting the data to understand the connections between the history and the numerical trends.
- \* Modeling - Creating various mathematical models to represent the data.
- \* Comparing / Contrasting - Analyzing the similarities and differences between the two different representations (linear and exponential)

**Cognitive Skills, Calendar & Steps**

Cognitive Skill Dimensions

Show levels from: 4 to: 6

expand rubric 

Domain 	Dimension 	High Level Description	4	5	6
<input checked="" type="checkbox"/> Analysis & Synthesis	Comparing/Contrasting	Identifying similarities and differences and using them to support, refine, or sharpen an argument or explanation	Identifies significant similarities and differences relevant t...	Identifies significant similarities and differences relevant to a specific claim/main idea/thesis. Explains in a limited way why t...	Analyzes or evaluates significant similarities and differences relevant to a specific claim/main idea/thesis. Thoroughly explains why the...
<input checked="" type="checkbox"/> Analysis & Synthesis	Interpreting Data/Info	Developing justifiable interpretations of data and/or information from sources	Provides a reasonable interpretation of data/information. May...	Provides an accurate interpretation of data/information. Applies some analytic strategies (e.g., sorting, compare/contrast) ...	Provides an accurate interpretation of data/information. Applies appropriate analytic strategies or concepts to characterize the...
<input checked="" type="checkbox"/> Analysis & Synthesis	Modeling	Representing and translating concepts** with models, visual representations or symbols. OR Using appropriate tools to understand and analyze situations and to...	Identifies specific components of a concept and develop...	Identifies significant components of a concept and develops an accurate visual and/or model to represent key features....	Identifies significant components of a concept and develops accurate visual(s) and/or model(s) to represent key features. Visual(s) or model(s)...
<input checked="" type="checkbox"/> Products & Presentations	Conventions	Using discipline-appropriate conventions to support clear expression of ideas and information	Uses the conventions of the discipline with some minor errors that...	Uses the conventions of the discipline appropriately; some minor errors, while noticeable, do not impede understanding.	Uses the conventions of the discipline appropriately with almost no noticeable errors.

**Instructional Days:**

<ul style="list-style-type: none"> <li>• Introductory Activity / Hook 1</li> </ul>	<ul style="list-style-type: none"> <li>• Choose country &amp; research background 2</li> <li>• Interpreting Data/Info: Analyze population pyramid</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting Data/Info: Gather population data &amp; build spreadsheet 3</li> <li>• Spreadsheet</li> </ul>	<ul style="list-style-type: none"> <li>• Phase 1 - Background Info 4</li> </ul>	
<ul style="list-style-type: none"> <li>• Interpreting Data/Info: Create scatterplot &amp; analyze trends 5</li> <li>• Phase 2 - Interpreting Data/Info - Analysis of 1960-1990</li> </ul>	<ul style="list-style-type: none"> <li>• Phase 3 - Modeling - Prediction of 1991-2012 6</li> <li>• Modeling: Determining a Linear and Exponential Growth Pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Modeling: Create linear model of population 7</li> <li>• Phase 4 - Modeling - Prediction for 2013-2050</li> </ul>	<ul style="list-style-type: none"> <li>• Modeling: Create exponential model of population 8</li> </ul>	
<ul style="list-style-type: none"> <li>• Modeling: Use linear &amp; exponential models to make a "prediction" for 1990-2015 9</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing/Contrasting: Analyze which model got closer to the reality 10</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting Data/Info: Use the linear or exponential model to make a prediction for the year 2050; refine prediction by analyzing current trends in the country 11</li> </ul>	<ul style="list-style-type: none"> <li>• Multimedia in Written Production: Finish writing report and begin writing presentation 12</li> </ul>	
13	14	<ul style="list-style-type: none"> <li>• Oral Presentation: Presentations begin *** opportunity for peer feedback *** 15</li> </ul>	16	
<ul style="list-style-type: none"> <li>• Presentations end; project due date; ongoing opportunities for revision following grading by teacher (Conventions will be assessed in the final performance task) 17</li> </ul>	<ul style="list-style-type: none"> <li>• Useful Links 18</li> </ul>			

**Steps:**

[Teacher Resources](#)

- Add step
- Step Description (instructional day number)*
1. Introductory Activity / Hook ( 1 )
  2. Choose country & research background ( 2 )
  3. Interpreting Data/Info: Analyze population pyramid ( 2 )
  4. Interpreting Data/Info: Gather population data & build spreadsheet ( 3 )
  5. Spreadsheet ( 3 )
  6. Phase 1 - Background Info ( 4 )
  7. Interpreting Data/Info: Create scatterplot & analyze trends ( 5 )
  8. Phase 2 - Interpreting Data/Info - Analysis of 1960-1990 ( 5 )
  9. Phase 3 - Modeling - Prediction of 1991-2012 ( 6 )
  10. Modeling: Determining a Linear and Exponential Growth Pattern ( 6 )
  11. Modeling: Create linear model of population ( 7 )
  12. Phase 4 - Modeling - Prediction for 2013-2050 ( 7 )
  13. Modeling: Create exponential model of population ( 8 )
  14. Modeling: Use linear & exponential models to make a "prediction" for 1990-2015 ( 9 )
  15. Comparing/Contrasting: Analyze which model got closer to the reality ( 10 )
  16. Interpreting Data/Info: Use the linear or exponential model to make a prediction for the year 2050; refine prediction by analyzing current trends in the country ( 11 )
  17. Multimedia in Written Production: Finish writing report and begin writing presentation ( 12 )
  18. Oral Presentation: Presentations begin \*\*\* opportunity for peer feedback \*\*\* ( 15 )
  19. Presentations end; project due date; ongoing opportunities for revision following grading by teacher (Conventions will be assessed in the final performance task) ( 17 )
  20. Useful Links ( 18 )

## Sample Focus Area Playlist: Quadratic Expressions

**By the time you finish this playlist, you should be able to:**

1. Multiply Binomials
2. Factor a quadratic trinomial (when  $a = 1$ )
3. Factor a quadratic trinomial (when  $a > 1$ )
4. Recognize and factor/multiply "special" products:
  - *perfect squares*
  - *difference of squares*
5. Factor multi-step quadratic expressions, such as ones with a GCF

**Vocab: By the time you finish this playlist, you should be able to define and give an example of the following terms:**

- quadratic expression
- binomial
- trinomial
- perfect square trinomial
- difference of squares
- product
- factor
- greatest common factor (GCF)



Introductory Materials



0	0	Diagnostic Assessment: Quadratic Expressions (Quadratics 1) [c]
33	1	Key Terms: Quadratic Expressions
12	1	Distributive Property using Area
		<b>Objective 1: Multiply Binomials</b>
44	1	Video: Multiplying Polynomials using the FOIL method
32	3	Video: Multiplying Binomials Using the Box Method
26	3	Website and Practice: Three Techniques to Multiply Binomials
45	3	Practice: Multiplying Binomials (easier Khan exercise)
27	0	Practice: Multiplying Binomials (more challenging Khan exercise)
27	1	Video: Squaring a Binomial
22	1	Video: Multiplying Binomials to Produce a Difference of Squares
23	1	Practice: Multiplying Special Case Binomials (squaring and differences of squares)
34	0	Check for Understanding: Multiplying Binomials
		<b>Objective 2: Factor a quadratic trinomial (when a = 1)</b>

14

4

Website: Factoring Basic Quadratics

43

0

Video: Factoring Basic Quadratic Expressions (Khan)

23

5

Slideshow: Factoring Using the Diamond Method

16

4

Practice: Factoring using the Diamond Method / Generic Rectangle

10

2

Guided Practice: Factoring Basic Quadratic Expressions

27

0

Khan Exercise: Factoring Polynomials 1

10

3

Game: Factoring Quadratics (MangaHigh)

4

3

Puzzle: Finding Factors

5

1

Practice: Factoring Quadratic Expressions with Larger Numbers (Challenge!)

36

2

Check for Understanding: Factoring Basic Quadratic Expressions

**Objective 3: Factor a quadratic trinomial (when  $a > 1$ )**

12

1

Website: Factoring Quadratics, including when  $a > 1$

24

2

Video: How to Factor Any Quadratic, including mostly questions where  $a > 1$

27

1

Mixed Practice: Factoring Quadratic Expressions (Kuta)

22 2 Check for Understanding: Factoring Advanced Quadratic Expressions

Objective 4a: Recognize and factor/multiply perfect squares

13 0 Reading and Practice: Factoring Perfect Square Trinomials

14 3 Video: Factoring Perfect Square Trinomials - More Challenging

20 1 Check for Understanding: Perfect Squares

Objective 4b: Recognize and factor/multiply difference of squares

23 1 Video: Factoring Difference of Squares (Khan)

10 0 Text and Practice: Factoring the Difference of Two Squares (CK-12)

24 1 Khan Exercise: Factoring Difference of Squares 1

18 0 Khan Exercise: Factoring Difference of Squares 2

30 0 Check for Understanding: Factoring Differences of Squares

Objective 5: Factor multi-step quadratic expressions, such as ones with a GCF

12 1 Text: Factoring in Algebra

12 0 Text: Factoring out the GCF (Greatest Common Factor)

27	0	Video: Factoring trinomials with a common factor (Khan)
6	0	Practice: Factoring Out the GCF First
2	0	Khan Exercise: Factoring Quadratics 2
12	0	Video: Factoring out a GCF to Produce Difference of Squares
13	0	Khan Exercise: Factoring Difference of Squares 3
18	0	Video: Factoring Tougher Quadratic Expressions (Khan)
19	0	Check for Understanding: Taking out a Common Factor
		<b>Content Assessment</b>
13	2	Content Assessment: Quadratic Expressions

# Course: English 6

## Cognitive Skills

		Cognitive Skill Domains and Dimensions																																			
		Speaking/Listening			Textual Analysis (Close Reading)			Using Sources		Inquiry		Analysis & Synthesis					Composing/Writing				Products & Presentations																
Total assessments across dimensions		Discussion / Contribution	Norms / Active Listening	Preparation	Development	Point of View/Purpose	Structure	Theme/Central Idea	Word Choice	Contextualizing Sources	Selecting Relevant Sources	Synthesizing Multiple Sources	Asking questions	Designing Processes and Procedure	Hypothesizing	Comparing/ Contrasting	Critiquing the Reasoning of Others	Identifying Patterns and Relationship	Interpreting Data/Info	Justifying / Constructing an Explanat	Making Connections & Inferences	Modeling	Argumentative Claim	Counterclaims	Explanation of Evidence	Informational/Explanatory Thesis	Integration of Evidence	Introduction and Conclusion	Narrative	Organization (Transitions, Cohesion,	Selection of Evidence	Conventions	Multimedia in Oral Presentation	Multimedia in Written Production	Oral Presentation	Precision	Style and Language (Tone, Academic
<b>Projects</b> <small>[edit] [new]</small>	28	3	1	2	3	3	3															1					2	2	5	2					1		
Orientation Project 6-7	1																																				
Writing My Own Myth	3																																				
Explaining the World with Myths	3																																				
Poetry & Art	4																																				
History of an Object	2																																				
Book Project 1: Holes	5																																				
Journaling the Ancient World	3																																				
What is culture?	3																																				
History Round Table: Law and Punishment	0																																				
Book Project 2: The Giver	4																																				

## Focus Areas

### Power Focus Areas

- Conflict 1
- Mechanics 1
- Parts of speech 1a

- Parts of speech 1b
- Plot 1
- Point of view 1
- Punctuation 1
- Theme 1
- Verb usage 1
- Imagery 1

#### **Additional Focus Areas**

- Essay structure 1
- Genre 1
- Reading strategies 1
- Research strategies 1
- Sentence types 1
- Types of evidence 1
- Writing process 1

## **Sample Project Detail: Explaining the World with Myths**

### **Overview**

#### **Essential Question(s)**

How has my life been influenced by explanations of the past? How did humans try to understand the world in ancient times when math and science could not?

#### **Enduring Understanding(s)**

Knowing how past cultures used myth and story to understand the world can help us see why we look at the world a certain way today. Who we are and our background has a huge influence on how we view the world around us.

#### **Performance Task(s)**



You will write a 4 paragraph paper that explains how an ancient civilizations used myths to answer a question that humans had in the ancient world and how modern day humans answer that same question. This will be followed by a Socratic Seminar about our findings.

### **Link to Teacher Resources Folder**

[https://drive.google.com/a/summitps.org/?tab=mo#folders/0B8WwuW\\_mz5VZUVVQYUR4ZHJDY2c](https://drive.google.com/a/summitps.org/?tab=mo#folders/0B8WwuW_mz5VZUVVQYUR4ZHJDY2c)

### **Description and Context**

Imagine you are living two thousand years ago and you asked your elders "Why does the sun rise and set everyday?" No matter where you were living, be it in Greece, India or China they would have an answer for you. However, they would not be giving you a scientific explanation like we would be given today. In ancient times people had myths and stories that were created over many generations to explain the world they lived in.

In this project you will pick an ancient culture or civilization and examine how they tried to explain something in our world using a myth or story (such as: Why we on on this planet?). Once you have your question you will conduct research to find out how two ancient cultures or civilizations answered that Universal Question. Then, after you have all this amazing information, you will write a 5 paragraph paper detailing what you have learned. Through careful analysis you will work together and on your own to make sure your final draft is the best it can be. You will then be an expert on your topic and ready to engage in a Socratic Seminar! The Socratic Seminar will let your ideas and findings be heard through a productive and engaging discussion where you contribute your wonderful new knowledge! During this Socratic Seminar you will not only be an active speaker and participant but you will also have a chance to be an active listener. You will work with a partner to make sure that both of you are participating and learning during this segment of the project.

### **Cognitive Skills, Calendar & Steps**

Cognitive Skill Dimensions

Show levels from: 3 to: 7

[expand rubric](#)

Domain	Dimension	High Level Description	3	4	5	6	7
<input checked="" type="checkbox"/> Composing/Writing	Organization (Transitions, Cohesion, Structure)	Using paragraph/section structure and...	Paragraphs or sections are connected around a main idea but do not...	Paragraphs and/or sections are connected and sequenced to...	Paragraphs and/or sections are connected and logically build upon one another to...	Paragraphs and/or sections are connected and clearly and logically build upon one another to deepen...	Sequencing of paragraphs and/or sections creates a coherent whole that deepens...
<input checked="" type="checkbox"/> Speaking/Listening	Discussion / Contribution	Communicating ideas and contributing to...	Expresses some original ideas and makes some connection to the idea...	Expresses original ideas clearly and connects to the ideas of others....	Expresses original ideas clearly and persuasively; connects to the ideas of...	Expresses original ideas clearly and persuasively. Builds new pathways of discussion that are clearly connected t...	Expresses original ideas clearly and persuasively. Builds new pathways of discussion that...
<input checked="" type="checkbox"/> Speaking/Listening	Preparation	Entering a discussion or presentation wit...	Prepares general notes with some specific connections to highlig...	Prepares specific notes with connections to highlight key areas....	Comes to discussions having read & researched material for teacher-provid...	Come to discussions with responses and evidence generated with peers through studying, research, or inquiry;...	Come to discussions with self-generated questions from studying, research, and/or...

Instructional Days:

• Resource: How to Research 1	• Homework: Research DUE October 10th 2	• Resource: Paper Instructions 3	• Resource: Outline 4	
• Resource: Topic Sentences 5	• Resource: Transitions 6	• Homework: Drafting DUE October 17th 7	• Resource: Supporting Detail 8	
• Resources: Concluding Setence 9	• Homework: Final Draft DUE October 21st 10	• Rubric Study 11	• Resource: High Level Questions 12	
• Resource: Connecting to Ideas 13	• Homework: Socratic Questions DUE October 30th 14	• Self-Assessment 15	• Reflection 16	

Steps:

[Teacher Resources](#)

Step Description ( instructional day number )

1. Resource: How to Research ( 1 )
2. Homework: Research DUE October 10th ( 2 )
3. Resource: Paper Instructions ( 3 )
4. Resource: Outline ( 4 )
5. Resource: Topic Sentences ( 5 )
6. Resource: Transitions ( 6 )
7. Homework: Drafting DUE October 17th ( 7 )
8. Resource: Supporting Detail ( 8 )
9. Resources: Concluding Setence ( 9 )
10. Homework: Final Draft DUE October 21st ( 10 )
11. Rubric Study ( 11 )
12. Resource: High Level Questions ( 12 )
13. Resource: Connecting to Ideas ( 13 )
14. Homework: Socratic Questions DUE October 30th ( 14 )
15. Self-Assessment ( 15 )
16. Reflection ( 16 )

## Sample Focus Area Playlist: Point of View

By the time you finish this playlist, you should be able to:

1. Define the different types of point of view used by authors, including:

- a. 1st person
- b. 2nd person
- c. 3rd person (limited and omniscient)

2. Identify the point of view used in a text AND explain the effect the point of view of a text has on the readers' understanding of characters' actions, motivations, and personalities.

		Introductory Materials
40	6	<a href="#">Diagnostic Assessment: Point of View 1</a>
1205	917	<a href="#">Information Organizer</a>
		1. Define the different types of point of view used by authors, including: a. 1st person b. 2nd person c. 3rd person (limited and omniscient)
55	6	<a href="#">Worksheet: Author's Point of View note chart (pdf)</a>
46	14	<a href="#">Video: Point of View Introduction (1st, 2nd, and 3rd)</a>
51	3	<a href="#">Video: BrainPop overview of Point of View</a>

43 12

PPT: Point of View Overview (1st and 3rd only)

27 17

PPT: Point of View Practice

42 7

Check for Understanding - Point of View 1

2. Identify the point of view used in a text and explain the effect the point of view of a text has on the readers' understanding of characters' actions, motivations, and personalities.

38 10

Practice: Point of View questions (with answers)

26 13

Practice: Point of View (no answers)

31 8

Practice: Point of View in Literature

37 5

Check for Understanding

### Extension Activities

24 10

Worksheet: Consistent Point of View (advanced)

19 14

Website: 1st vs. 3rd person in Literature

28 8

Website: Grammar Girl 1st, 2nd, and 3rd Person Overview (Advanced)

28 7

Handout: A Deeper Look at Point of View

14	5
29	12
25	10
22	1

Point of View 1

Practice Game

Practice Game

Content Assessment

Content Assessment: Point of View 1

## Math 9

### Power Focus Areas

<p><b>Solving Linear Equations</b></p>	<p><b>CS.MA.8-12.AI.4.0 » Algebra I » Mathematics » Content Standards</b>            Students simplify expressions before solving linear equations and inequalities in one variable, such as <math>3(2x - 5) + 4(x - 2) = 12</math>.</p> <p><b>CCSS.MA.8.8.EE.7.a » Grade 8 » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b>            Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form <math>x = a</math>, <math>a = a</math>, or <math>a = b</math> results (where <math>a</math> and <math>b</math> are different numbers).</p> <p><b>CCSS.MA.8.8.EE.7.b » Grade 8 » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b>            Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.</p> <p><b>CCSS.MA.9-12.A-REI.3 » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b>            Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p>
<p><b>Understanding Functions</b></p>	<p><b>CCSS.MA.8.8.F.1 » Grade 8 » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b>            Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.</p> <p><b>CCSS.MA.9-12.F-IF.2 » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b>            Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p>
<p><b>Computations with Percents</b></p>	<p><b>CS.MA.6.NS.1.4 » Grade Six » Mathematics » Content Standards</b>            Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips.</p> <p><b>CS.MA.7.NS.1.3 » Grade Seven » Mathematics » Content Standards</b>            Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.</p> <p><b>CS.MA.7.NS.1.6 » Grade Seven » Mathematics » Content Standards</b>            Calculate the percentage of increases and decreases of a quantity.</p> <p><b>CCSS.MA.6.6.RP.3.c » Grade 6 » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b>            Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.</p> <p><b>CCSS.MA.7.7.RP.3 » Grade 7 » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b>            Use proportional relationships to solve multistep ratio and percent problems.</p>
	<p><b>CCSS.MA.9-12.F-BF.1 » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b>            Write a function that describes a relationship between two quantities.</p>



<b>Arithmetic &amp; Geometric Sequences</b>	<p><b>CCSS.MA.9-12.F-BF.2 » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b> Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.</p> <p><b>CCSS.MA.9-12.LE.CCL » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b> Construct and compare linear, quadratic, and exponential models and solve problems</p> <p><b>CCSS.MA.9-12.F-LE.2 » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b> Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).</p>
<b>Forms of Linear Functions (Linear 1)</b>	<p><b>CCSS.MA.9-12.F-IF.7 » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b> Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p><b>CCSS.MA.9-12.F-IF.7.a » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b> Graph linear and quadratic functions and show intercepts, maxima, and minima.</p> <p><b>CCSS.MA.9-12.F-LE.2 » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b> Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).</p>
<b>Special Cases of Linear Functions (Linear 2)</b>	<p><b>CCSS.MA.8.8.F.3 » Grade 8 » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b> Interpret the equation <math>y = mx + b</math> as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.</p> <p><b>CCSS.MA.9-12.G-GPE.5 » High School - Geometry » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b> Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).</p>
<b>Systems of Equations (Linear 3)</b>	<p><b>CCSS.MA.8.8.EE.8.b » Grade 8 » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b> Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.</p> <p><b>CCSS.MA.9-12.A-CED.3 » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b> Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.</p> <p><b>CCSS.MA.9-12.REI.SSE » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b> Solve systems of equations</p> <p><b>CCSS.MA.9-12.A-REI.6 » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b> Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.</p>
	<p><b>CS.MA.8-12.AI.10.0 » Algebra I » Mathematics » Content Standards</b> Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.</p> <p><b>CS.MA.8-12.AI.11.0 » Algebra I » Mathematics » Content Standards</b></p>

**Quadratic Expressions (Quadratics 1)**

Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.

**CS.MA.8-12.AII.4.0 » Algebra II » Mathematics » Content Standards**

Students factor polynomials representing the difference of squares, perfect square trinomials, and the sum and difference of two cubes.

**CCSS.MA.9-12.A-SSE.3.a » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards**

Factor a quadratic expression to reveal the zeros of the function it defines.

**CS.MA.8-12.AI.14.0 » Algebra I » Mathematics » Content Standards**

Students solve a quadratic equation by factoring or completing the square.

**CCSS.MA.9-12.A-REI.4 » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards**

Solve quadratic equations in one variable.

**CCSS.MA.9-12.A-REI.4.a » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards**

**Rational Roots of Quadratics (Quadratics 2)**

Use the method of completing the square to transform any quadratic equation in  $x$  into an equation of the form  $(x - p)^2 = q$  that has the same solutions. Derive the quadratic formula from this form.

**CCSS.MA.9-12.A-REI.4.b » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards**

Solve quadratic equations by inspection (e.g., for  $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as  $a \pm bi$  for real numbers  $a$  and  $b$ .

**CS.MA.8-12.AI.14.0 » Algebra I » Mathematics » Content Standards**

Students solve a quadratic equation by factoring or completing the square.

**CCSS.MA.9-12.A-SSE.3.b » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards**

Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.

**CCSS.MA.9-12.A-REI.4 » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards**

Solve quadratic equations in one variable.

**CCSS.MA.9-12.A-REI.4.a » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards**

**Vertex Form of Quadratic Functions (Quadratics 3)**

Use the method of completing the square to transform any quadratic equation in  $x$  into an equation of the form  $(x - p)^2 = q$  that has the same solutions. Derive the quadratic formula from this form.

**CCSS.MA.9-12.A-REI.4.b » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards**

Solve quadratic equations by inspection (e.g., for  $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as  $a \pm bi$  for real numbers  $a$  and  $b$ .

**CCSS.MA.9-12.F-IF.7.a » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards**

Graph linear and quadratic functions and show intercepts, maxima, and minima.

**CCSS.MA.9-12.A-REI.4.a » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards**

**Quadratic  
Formula and  
Irrational Roots  
(Quadratics 4)**

Use the method of completing the square to transform any quadratic equation in  $x$  into an equation of the form  $(x - p)^2 = q$  that has the same solutions. Derive the quadratic formula from this form.

**CCSS.MA.9-12.A-REI.4.b** » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards

Solve quadratic equations by inspection (e.g., for  $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as  $a \pm bi$  for real numbers  $a$  and  $b$ .

**CS.MA.8-12.AII.12.0** » Algebra II » Mathematics » Content Standards

Students know the laws of fractional exponents, understand exponential functions, and use these functions in problems involving exponential growth and decay.

**CCSS.MA.9-12.F-IF.7.e** » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards

Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

**CCSS.MA.9-12.F-IF.8.b** » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards

Use the properties of exponents to interpret expressions for exponential functions.

**CCSS.MA.9-12.LE.CCL** » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards

Construct and compare linear, quadratic, and exponential models and solve problems

**CCSS.MA.9-12.F-LE.1** » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards

**Exponential  
Growth  
(Exponential 1)**

Distinguish between situations that can be modeled with linear functions and with exponential functions.

**CCSS.MA.9-12.F-LE.1.a** » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards

Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.

**CCSS.MA.9-12.F-LE.1.c** » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards

Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

**CCSS.MA.9-12.F-LE.3** » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards

Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.

**CCSS.MA.9-12.SRT.USI** » High School - Geometry » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards

Understand similarity in terms of similarity transformations

**CCSS.MA.9-12.G-SRT.1** » High School - Geometry » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards

Verify experimentally the properties of dilations given by a center and a scale factor:

**CCSS.MA.9-12.G-SRT.1.b** » High School - Geometry » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards

The dilation of a line segment is longer or shorter in the ratio given by the scale factor.

**CCSS.MA.9-12.G-SRT.2** » High School - Geometry » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards

<b>Similarity</b>	<p>Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.</p> <p><b>CCSS.MA.9-12.G-SRT.3 » High School - Geometry » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b></p> <p>Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.</p> <p><b>CCSS.MA.9-12.SRT.PIS » High School - Geometry » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b></p> <p>Prove theorems involving similarity</p> <p><b>CCSS.MA.9-12.G-SRT.5 » High School - Geometry » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b></p> <p>Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.</p>
<b>The Pythagorean Theorem and Distance</b>	<p><b>CCSS.MA.8.G.UPT » Grade 8 » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b></p> <p>Understand and apply the Pythagorean Theorem.</p> <p><b>CCSS.MA.8.8.G.6 » Grade 8 » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b></p> <p>Explain a proof of the Pythagorean Theorem and its converse.</p> <p><b>CCSS.MA.8.8.G.7 » Grade 8 » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b></p> <p>Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</p> <p><b>CCSS.MA.8.8.G.8 » Grade 8 » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b></p> <p>Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.</p>

## Additional Focus Areas

<b>Domain and Range</b>	<p><b>CS.MA.8-12.AI.17.0 » Algebra I » Mathematics » Content Standards</b></p> <p>Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.</p> <p><b>CCSS.MA.9-12.F-IF.1 » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b></p> <p>Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If <math>f</math> is a function and <math>x</math> is an element of its domain, then <math>f(x)</math> denotes the output of <math>f</math> corresponding to the input <math>x</math>. The graph of <math>f</math> is the graph of the equation <math>y = f(x)</math>.</p> <p><b>CCSS.MA.9-12.F-IF.5 » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b></p> <p>Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.</p>
	<p><b>CCSS.MA.6.EE.RSO » Grade 6 » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b></p> <p>Reason about and solve one-variable equations and inequalities.</p> <p><b>CCSS.MA.6.6.EE.8 » Grade 6 » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</b></p>

<b>Solving One-Variable Inequalities</b>	<p>Write an inequality of the form <math>x &gt; c</math> or <math>x &lt; c</math> to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form <math>x &gt; c</math> or <math>x &lt; c</math> have infinitely many solutions; represent solutions of such inequalities on number line diagrams.</p> <p><b>CCSS.MA.9-12.REI.SEI</b> » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</p> <p>Solve equations and inequalities in one variable</p> <p><b>CCSS.MA.9-12.A-REI.3</b> » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</p> <p>Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p>
<b>Two-Variable Inequalities (Linear 5)</b>	<p><b>CCSS.MA.9-12.A-CED.3</b> » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</p> <p>Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.</p> <p><b>CCSS.MA.9-12.A-REI</b> » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</p> <p>Reasoning with Equations and Inequalities</p> <p><b>CCSS.MA.9-12.A-REI.12</b> » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</p> <p>Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.</p>
<b>Graphs of Quadratic Functions (Quadratics 5)</b>	<p><b>CS.MA.8-12.AI.21.0</b> » Algebra I » Mathematics » Content Standards</p> <p>Students graph quadratic functions and know that their roots are the x-intercepts.</p> <p><b>CCSS.MA.9-12.A-SSE.3.b</b> » High School - Algebra » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</p> <p>Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.</p> <p><b>CCSS.MA.9-12.F-IF.7.a</b> » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</p> <p>Graph linear and quadratic functions and show intercepts, maxima, and minima.</p> <p><b>CCSS.MA.9-12.F-IF.8.a</b> » High School - Functions » College- and Career-Readiness Standards and K-12 Mathematics » Common Core State Standards</p> <p>Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.</p>

# English 6

## Power Focus Areas

<p><b>Imagery 1</b></p>	<p><b>CCSS.LA.6.RL.6.4 » Grade 6 English Language Arts » College- and Career-Readiness Standards and K-12 English Language Arts » Common Core State Standards</b>            Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>
<p><b>Conflict 1</b></p>	<p><b>CCSS.LA.6.R » Grade 6 English Language Arts » College- and Career-Readiness Standards and K-12 English Language Arts » Common Core State Standards</b>            Reading  <b>CCSS.LA.6.RL » Grade 6 English Language Arts » College- and Career-Readiness Standards and K-12 English Language Arts » Common Core State Standards</b>            Literature  <b>CCSS.LA.6.RL.CCR.3 » Grade 6 English Language Arts » College- and Career-Readiness Standards and K-12 English Language Arts » Common Core State Standards</b>            Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>
<p><b>Mechanics 1</b></p>	<p><b>CCSS.LA.6.L.6.1 » Grade 6 English Language Arts » College- and Career-Readiness Standards and K-12 English Language Arts » Common Core State Standards</b>            Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<p><b>Parts of Speech 1a</b></p>	<p><b>CCSS.LA.6.L.6.1 » Grade 6 English Language Arts » College- and Career-Readiness Standards and K-12 English Language Arts » Common Core State Standards</b>            Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<p><b>Parts of speech 1b</b></p>	<p><b>CCSS.LA.6.L » Grade 6 English Language Arts » College- and Career-Readiness Standards and K-12 English Language Arts » Common Core State Standards</b>            Language  <b>CCSS.LA.6.L.6.1 » Grade 6 English Language Arts » College- and Career-Readiness Standards and K-12 English Language Arts » Common Core State Standards</b>            Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<p><b>Plot 1</b></p>	<p><b>CCSS.LA.6.RL.6.5 » Grade 6 English Language Arts » College- and Career-Readiness Standards and K-12 English Language Arts » Common Core State Standards</b>            Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>
	<p><b>CCSS.LA.2.RL.CCR.6 » Grade 2 English Language Arts &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects » College- and Career-Readiness Standards and K-12 English Language Arts » Common Core State Standards</b>            Assess how point of view or purpose shapes the content and style of a text.  <b>CCSS.LA.6.RL » Grade 6 English Language Arts » College- and Career-Readiness Standards and K-12 English Language Arts » Common Core State Standards</b>            Literature</p>



<b>Point of view 1</b>	<p><b>CCSS.LA.6.RL.CCR.6 » Grade 6 English Language Arts » College- and Career-Readiness Standards and K-12 English Language Arts » Common Core State Standards</b></p> <p>Assess how point of view or purpose shapes the content and style of a text.</p> <p><b>CCSS.LA.6.RL.6.6 » Grade 6 English Language Arts » College- and Career-Readiness Standards and K-12 English Language Arts » Common Core State Standards</b></p> <p>Explain how an author develops the point of view of the narrator or speaker in a text.</p>
<b>Punctuation 1</b>	<p><b>CCSS.LA.6.L.6.2 » Grade 6 English Language Arts » College- and Career-Readiness Standards and K-12 English Language Arts » Common Core State Standards</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<b>Theme 1</b>	<p><b>CCSS.LA.6.R » Grade 6 English Language Arts » College- and Career-Readiness Standards and K-12 English Language Arts » Common Core State Standards</b> Reading</p> <p><b>CCSS.LA.6.RL.CCR.2 » Grade 6 English Language Arts » College- and Career-Readiness Standards and K-12 English Language Arts » Common Core State Standards</b></p> <p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>
<b>Verb usage 1</b>	<p><b>CCSS.LA.6.SL.6.1 » Grade 6 English Language Arts » College- and Career-Readiness Standards and K-12 English Language Arts » Common Core State Standards</b></p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>CCSS.LA.6.L.CCR.1 » Grade 6 English Language Arts » College- and Career-Readiness Standards and K-12 English Language Arts » Common Core State Standards</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>CCSS.LA.6.L.6.1 » Grade 6 English Language Arts » College- and Career-Readiness Standards and K-12 English Language Arts » Common Core State Standards</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

## Additional Focus Areas

	<p><b>CCSS.LA.6.W.6.1 » Grade 6 English Language Arts » College- and Career-Readiness Standards and K-12 English Language Arts » Common Core State Standards</b></p> <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>CCSS.LA.6.W.6.2.a » Grade 6 English Language Arts » College- and Career-Readiness Standards and K-12 English Language Arts » Common Core State Standards</b></p>
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Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**CCSS.LA.6.W.6.2.b » Grade 6 English Language Arts » College- and Career-Readiness Standards and K-12 English Language Arts » Common Core State Standards**

**Essay structure 1** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**CCSS.LA.6.W.6.2.c » Grade 6 English Language Arts » College- and Career-Readiness Standards and K-12 English Language Arts » Common Core State Standards**

Use appropriate transitions to clarify the relationships among ideas and concepts.

**CCSS.LA.6.W.6.2.d » Grade 6 English Language Arts » College- and Career-Readiness Standards and K-12 English Language Arts » Common Core State Standards**

Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CCSS.LA.6.W.6.2.f » Grade 6 English Language Arts » College- and Career-Readiness Standards and K-12 English Language Arts » Common Core State Standards**

Provide a concluding statement or section that follows from the information or explanation presented.

**CCSS.LA.6.RL.CCR.2 » Grade 6 English Language Arts » College- and Career-Readiness Standards and K-12 English Language Arts » Common Core State Standards**

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**CCSS.LA.6.RL.CCR.5 » Grade 6 English Language Arts » College- and Career-Readiness Standards and K-12 English Language Arts » Common Core State Standards**

**Genre 1**

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**CCSS.LA.6.RL.CCR.6 » Grade 6 English Language Arts » College- and Career-Readiness Standards and K-12 English Language Arts » Common Core State Standards**

Assess how point of view or purpose shapes the content and style of a text.

**CCSS.LA.6.RI.CCR.6 » Grade 6 English Language Arts » College- and Career-Readiness Standards and K-12 English Language Arts » Common Core State Standards**

Assess how point of view or purpose shapes the content and style of a text.

**CCSS.LA.6.RL.6.1 » Grade 6 English Language Arts » College- and Career-Readiness Standards and K-12 English Language Arts » Common Core State Standards**

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.LA.6.RL.6.2 » Grade 6 English Language Arts » College- and Career-Readiness Standards and K-12 English Language Arts » Common Core State Standards**

**Reading**

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

<p><b>strategies 1</b></p>	<p><b>CCSS.LA.6.RL.6.4 » Grade 6 English Language Arts » College- and Career-Readiness Standards and K-12 English Language Arts » Common Core State Standards</b></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><b>CCSS.LA.6.RL.CCR.10 » Grade 6 English Language Arts » College- and Career-Readiness Standards and K-12 English Language Arts » Common Core State Standards</b></p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p>
<p><b>Research strategies 1</b></p>	<p><b>CCSS.LA.6.W.CCR.8 » Grade 6 English Language Arts » College- and Career-Readiness Standards and K-12 English Language Arts » Common Core State Standards</b></p> <p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>
<p><b>Sentence types 1</b></p>	<p><b>CCSS.LA.6.L.6.3.a » Grade 6 English Language Arts » College- and Career-Readiness Standards and K-12 English Language Arts » Common Core State Standards</b></p> <p>Vary sentence patterns for meaning, reader/ listener interest, and style.</p>
<p><b>Types of evidence 1</b></p>	<p><b>CCSS.LA.6.RI.6.3 » Grade 6 English Language Arts » College- and Career-Readiness Standards and K-12 English Language Arts » Common Core State Standards</b></p> <p>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>
<p><b>Writing process 1</b></p>	<p><b>CCSS.LA.6.W.CCR.5 » Grade 6 English Language Arts » College- and Career-Readiness Standards and K-12 English Language Arts » Common Core State Standards</b></p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

## **Advanced Placement Exams**

All students will be able to prepare for and take at least one AP exam. Graduates will have encountered college-level resources in our rich and varied AP program. Summit Public Schools is proud to say that over our 12 year history, our AP pass rates mirror the national average, an impressive feat considering all of our students take AP tests rather than only those with the highest level of academic preparation. Summit Seattle #2 expects the same to be true of its students in South Seattle.

## **Outside Courses**

Students may seek administrative approval for online distance learning courses, community college courses or high school courses from other institutions to be accepted as meeting the school's graduation requirements. Outside courses will only be considered if they are college preparatory, comparable in quality to the courses taught at Summit Seattle #2, and taught by an accredited institution. Approval for such courses must be obtained from the school's Executive Director ("ED", what Summit Seattle #2 calls its Principal) prior to the commencement of the course.



## Summit Public School: Seattle #2

### Attachment 4

Curriculum Development

Instructional Strategies

Partners in Developing a Research-Based Program

# Curriculum Development

All Summit Public Schools students, including Summit Public School: Seattle #2 students, have access to a range of competency-based, multi-modal resources that are supported by research and reflective of best practices.

## Content Acquisition

Content Curriculum is built upon the following frameworks:

1. English Content
  - a. Common Core State Standards for Literacy
  - b. AP Language and Composition guidelines
  - c. AP Literature and Composition guidelines
2. Social Studies Content
  - a. National Standards for History (UCLA)
  - b. Washington State Social Studies Standards
  - c. AP United States History guidelines
  - d. AP Government guidelines
3. Science Content
  - a. Next Generation Science Standards
4. Mathematics Content
  - a. Common Core State Standards for Mathematics
  - b. NWEA MAP Descartes Continuum for Mathematics
5. Spanish Content
  - a. ACTFL's Standards for Foreign Language Learning in the 21st Century
6. College Knowledge Content
  - a. David Conley's College Knowledge
  - b. College Board publications

All content frameworks are developed into competency-based pathways so that students enter courses with a full understanding of exactly what they need to know in order to advance to the next course in a discipline. The full range of content from grade 6-12 is articulated and accessible to all students. Additionally, students know how they will be assessed, and learning resources are organized around learning objectives so that students, teachers, and families can focus student learning on "the next step," always operating within Vygotsky's "zone of proximal development."

Content knowledge is tested using measures that mirror the Smarter Balanced and AP assessments. Selected response and explicit constructed response questions are used in common, pooled assessments that ensure students have capably mastered content before advancing with significant content gaps. These Common Core aligned assessments are administered through Illuminate Education's testing platform.

Additionally, formative assessment is embedded in the learning process. Resources for content acquisition are embedded in curated "playlists," housed on the Activate Instruction platform. Multi-modal resources are pulled from the best content creators available, and these resources are continually added to and improved. Examples of curricular sources include:

- BrainPop
- CK-12



- The Khan Academy
- Common Core aligned textbooks
- The History Channel
- Middlebury Interactive Languages
- Wolfram Alpha
- Desmos
- Quizlet
- Brainrush
- EduCurious
- Pearson
- AAAS
- No Red Ink
- NewsELA
- Gobstopper
- Stanford History Education Group
- Facing History
- TenMarks
- Interactive Math
- DuoLingua

Teachers have also developed materials that are uploaded and collaboratively revised based on student needs. All learning resources that are not paid for are free, open, and accessible to anyone on Activate Instruction.

### **Cognitive Skill Development**

Projects are built to the specifications of the Buck Institute for Education's Project Based Learning standards and are assessed on a Common Core aligned Cognitive Skills Rubric. This rubric was developed in conjunction with the Stanford Center for Assessment, Learning, and Equity (SCALE)—the same group that develops all performance tasks for the Smarter Balanced Assessment Consortium. The rubric was also created with school networks from across the country, and assessments are calibrated not only to the Common Core State Standards and the Buck Institute for Education guidelines for Project Based Learning, but also with the guidance of SCALE.

Projects are continually refined by teachers, who collaborate daily on the projects themselves. Even more importantly, they collaborate on the instruction that brings these projects to life with students. Teachers share Teacher Project Implementation Notes (TPINs) on a shared platform. Additionally, all projects are currently housed in the Show Evidence system, which facilitates the submission of work, feedback on student work, assessment of student work, and grading of student work.

All projects are aligned to Common Core State Standards and Smarter Balanced assessments—particularly performance tasks—and at the upper levels, they also meet the exacting standards of the AP curricula. Reading, writing, listening, and speaking are heavily emphasized in the Summit Public School: Seattle #2 academic program. Readings are largely conducted through the Curriculet (previously Gobstopper) platform, in which students can select texts and demonstrate reading comprehension and access additional reading resources and supports. Teachers are thereby able to focus instruction on student needs.

## **Data Integration**

Assessment data are matched with learning resources so that students always have access to the materials that will best facilitate their learning. Our teaching faculty is engaged in a collaborative, iterative process of text and resource selection matched to the learning outcomes defined by the CCSS and the AP tests. By continually looking at in-the-moment student learning data—aggregate data as well as individual student data—teachers are able to motivate all students to continue learning. Additionally, by working as teaching teams, faculty members are able to hold one another accountable for high expectations while offering best practices and support that accelerate student growth in classrooms across the Summit network. Finally, our teachers share data with research universities, organizations, and partners across the United States who regularly audit student growth and achievement. By developing partnerships with organizations such as:

- Stanford University's Teacher Education Program
- Stanford University's Center for Assessment, Learning, and Equity
- EduCurious
- The Khan Academy
- The New Teacher Center
- Illuminate Education

and others, Summit has a wide network of partners who contribute to the continual improvement of our curriculum and instructional design.

## Instructional Strategies

**Differentiated Instruction:** Differentiated instruction generates multiple avenues for students to show what they know with various modes of assessment. Teachers will be trained to effectively develop and deliver curriculum to a heterogeneous group of students, such that each student is receiving the instruction most appropriate given his or her demonstrated needs and interests. Summit Seattle #2 will employ many structures to help teachers differentiate their instruction, from the daily and weekly schedules, to the physical layout of space, to curriculum delivery and assessment methods. Summit Seattle #2's skill- and project-based learning model allows teachers to assess their students' progress on various skills and tailor their projects' content to best meet each student's zone of proximal development. Students will also be provided with multiple modes to acquire knowledge and skills, based on their prior preparation and learning style, including online resources, projects, coaching, and more. Other strategies that teachers will utilize to differentiate their instruction are project menus, varied pacing for content acquisition, multiple opportunities for revision, a host of formative feedback, pre-assessments to effectively personalize instruction, varied text selections, formalized scaffolding and intervention frameworks, and multi-modal curricular resources.

**Project Based Learning:** Summit Seattle #2 teachers will utilize the Buck Institute of Education's framework for teaching and assessing through the use of interdisciplinary projects. Students will go through an extended process of inquiry in response to a complex question, problem, or challenge. While allowing for some degree of student "voice and choice," rigorous projects are carefully planned, managed, and assessed to help students learn key academic content, practice cognitive skills (such as collaboration, communication and critical thinking), and create high-quality, authentic products and presentations. All of our projects are linked to and assessed against the Common Core State Standards, and continually iterated upon by our teachers and educational partners. Projects will link the curriculum content with students' real world experiences, making learning more relevant and valuable to their lives outside of school.

**Complex Instruction / Facilitated Group work:** Facilitated group work aims to provide academic access and success for all students in heterogeneous classrooms by using multiple ability curricula and specific instructional strategies including the treatment of status problems to equalize group interactions. Generally there are four students in each group. In most cases the students are in mixed ability (or mixed preparation level) groups. Tasks are designed so that all students in the group will have multiple access points into the curriculum. Each student is responsible for an individual summative assignment or product at the end of the task to demonstrate their own learning from the experience. The advantages of Complex Instruction, and group-work in general, is that students learn how to work effectively in teams; how to communicate their ideas to others; and how to help others understand ideas. They come to better understand complex processes and ideas by hearing and working with students who approach tasks in ways different than their own.

**Socratic Seminars:** The Socratic seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, think critically for themselves, and articulate their own responses to the thoughts of others. They learn to work cooperatively and to question intelligently and civilly. Summit Seattle #2 teachers will utilize Socratic seminars to help students develop communication and interpersonal skills and other important habits of success. These seminars will often be used as the structure during community time.

**Interdisciplinary Curriculum:** To facilitate greater conceptual understanding and to make content more relevant, lessons, units and study trips will integrate the various core curricular areas whenever possible. This will help a diverse group of students understand topics that may not otherwise seem relevant to them.

# Partners in Developing a Research Based Program

## Developing Content Guides, Cognitive Skills Rubric, and Habits of Success Continuum

With the partners listed below, Summit created Content Guides (these define content required for advancement in each course), a Cognitive Skills Rubric (defining the levels of cognitive skill necessary for advancement from each grade level), and a Habits of Success Continuum (defining the developmentally-appropriate levels of mastery for non-cognitive skills).

- **The Stanford Center for Assessment, Learning and Equity (“SCALE”)**: SCALE’s mission is to improve instruction and learning through the design and development of innovative, educative, state-of-the-art performance assessments, and by building the capacity of schools to use these assessments in thoughtful ways, to promote student, teacher, and organizational learning. In partnership with SCALE, Summit developed its Cognitive Skills Rubric, along with multiple performance tasks, “look-fors” and other cognitive-skill focused tools.
- **Linda Darling Hammond** – A mentor to and teacher of many Summit teachers and administrators, Dr. Darling-Hammond’s ideas greatly influenced—and continues to influence—the academic model of Summit schools. [The Right to Learn](#), Dr. Darling-Hammond’s seminal text, offered us a blueprint for the types of schools, and the types of teachers, that we build. Summit Seattle #2’s program model draws heavily from Ms. Darling Hammond’s research around teacher and school leader education and development, instruction of diverse student populations, and the value of heterogeneous environments. Dr. Darling Hammond’s research on these topics has influenced national education policy and teaching best practices in schools nationwide.
- **The Buck Institute for Education** – The Buck Institute for Education is the leading research institution around the practice of Project Based Learning, in which students go through an extended process of inquiry in response to a complex question, problem, or challenge. A vast majority of Summit Seattle #2’s projects have been built using the framework created by the Buck Institute.
- **EduCurious**: Seattle-based educational technology company EduCurious has been a close partner in the development of our biology curriculum. Although EduCurious has a slightly different project-based learning framework than the Buck Institute, we have found Michael Golden, Jane Chadsey and their faculty at EduCurious to be like-minded partners in the work of preparing every student for success in college and career.
- **Acknowledge Alliance**: Dr. Lisa Medoff and the staff at the Acknowledge Alliance (formerly the Cleo Eulau Center for Resilience) have been close partners in the development of Summit’s Habits of Success framework. Dr. Medoff is an educational psychologist who teaches undergraduate and graduate courses at Stanford University, works with the Acknowledge Alliance, and has her own clinical practice in Mountain View, California
- **David Yeager** - Dr. Yeager is a researcher and professor of educational psychology at the University of Texas – Austin. His work primarily centers on behavioral factors in student learning, with a focus on mindsets. A protégé of Dr. Carol Dweck at Stanford University, Dr. Yeager and his research assistants consistently work with leading university and foundations to develop effective

mindset interventions. His research directly informed Summit's self-directed learning cycle.

- **The Khan Academy** - Summit was one of the earliest school partners with the Khan Academy, and Summit continues to work closely with the organization to ensure that our mathematics curriculum is meeting the unique needs of all learners.
- **Activate Instruction** - In collaboration with Illuminate Education and the Girard Foundation, Summit developed Activate Instruction, a perpetually free, open educational resource for anyone in the world with the internet. Activate links assessment with curricular materials and is a rallying point for Summit teachers and students, who use it daily as a tool for personalizing instruction.

Summit educators studied the following **standards and research** to create the Content Guides and Cognitive Skills Rubric: AAC&U College Learning for the New Global Century; ACT College Ready Standards; Advanced Placement materials; American Council on the Teaching of Foreign Languages; Assessment and Teaching of 21<sup>st</sup> Century Skills Taxonomy; College Knowledge (Conley); Common Core Literacy Standards; Common Core Mathematics Practice Standards; ConnectED's College and Career Ready Framework; CRESTT Measure of Workforce Readiness; EPIC's Key Cognitive Strategies & College and Career Readiness Framework; ETS Personal Potential Collegiate Index; JumpStart Financial Literacy K-12 Standards; National Academy of Science / Next Gen Science Standards; National Center for History in Schools Historical Thinking Standards; NWEA MAP / Descartes Continuum.

## **Developing Learning Environment Philosophy**

Drawing from the work of Linda Darling-Hammond, The School Redesign Network at Stanford University, the Coalition for Essential Schools, the Harvard Business School, EdConnect, and other respected research institutions, Summit Seattle #2 believes that learning best occurs in a school that successfully implements the following features:

- High Standards and Performance-based Assessment
- Personalization
- Continuous Relationships
- Adaptive Pedagogy
- Knowledgeable and Skilled Teachers
- Devoted faculty time to collaborate and develop professionally
- Family and Community Connections
- Democratic Decision-making





## Summit Public School: Seattle #2

### Attachment 5

High School Graduation Requirements  
Outcomes for Graduates

# High School Graduation Requirements for Summit Public School: Seattle #2

To be eligible for graduation from SPS: Seattle #2, students must meet the following requirements:

Course / Requirement	Years / Description
English	4 Years
Math	4 Years
History / Social Science	4 Years
Laboratory Science	4 Years
Language Other Than English	2 Years
Visual and Performing Arts	1 Year
Expeditions	Students must complete all Expeditions Coursework for each year they are at Summit Public School: Seattle #2
Culminating Project	Students will complete a Culminating Project, as described by the Washington State High School Graduation Requirements
High School and Beyond Plan	Students will complete a High School and Beyond Plan, as described by the Washington State High School Graduation Requirements
Testing	Students will complete all State testing requirements, defined by graduation year, by the Office of the Superintendent of Public Instruction

Additionally, graduates will pursue the following outcomes:

- Complete with a C- or better core courses, by demonstrating mastery in the skills and standards referenced in Attachment 3.
- Apply to and be accepted for admission to at least one four year college or university.

## Outcomes for Graduates

Upon graduation from the Charter School, students will have demonstrated the following Expected School-wide Learning Results (ESLRs), which indicate their ability to be self-motivated, competent, and lifelong learners. Summit Public Schools believes that to prepare for success in college and then life as contributing members of society, students must also develop certain habits of success and cognitive skills, which are detailed in Attachment 3.

Graduates will be able to meet the ESLRs:

- Evaluate possibilities to make informed decisions
- Recognize how perspectives shape ideas and decisions
- Effectively articulate processes, ideas and concepts

Graduates will demonstrate mastery (a basic or higher proficiency as assessed by an objective rubric) of the following skills that will indicate their ability to meet the ESLRs listed above by earning a passing grade in each of the courses required for graduation, as listed above. The required courses and curriculum are aligned to the Common Core State Standards, Next Generation Science Standards, and the (C3)

Framework for Social Studies State Standards and designed to develop specific cognitive skills and assess student progress in the development of those skills. By earning a passing grade in required courses, students demonstrate their mastery of these skills, which, in turn, indicates that the ESLRs have been met:

- Textual Analysis (Close Reading)
- Using Sources
- Inquiry
- Analysis & Synthesis
- Composing/Writing
- Speaking & Listening
- Products & Presentations



## Summit Public School: Seattle #2

### Attachment 6

Sample Daily and Weekly Schedule

Elements of Daily/Weekly Schedule

Draft School Year Calendar

Structures to Build Life Skills and School Culture

Typical Student and Teacher Day

## Sample Daily/Weekly Schedule

### Middle School

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:05-8:15	Community Time	Community Time	Community Time	Community Time	Community Time
8:15-9:45	Project Time	Project Time	Project Time	Project Time	Project Time
9:45-9:50	<i>Passing</i>	<i>Passing</i>	<i>Passing</i>	<i>Passing</i>	<i>Passing</i>
9:50-10:25	Summit Reads	Summit Reads	Summit Solves	Summit Solves	Summit Solves
10:25-10:45	Brunch	Brunch	Brunch	Brunch	Brunch
10:45-11:35	PLT/PE	PLT/PE	PLT/PE	PLT/PE	PLT/PE
11:35-11:40	<i>Passing</i>	<i>Passing</i>	<i>Passing</i>	<i>Passing</i>	<i>Passing</i>
11:40-12:30	PLT/PE	PLT/PE	PLT/PE	PLT/PE	PLT/PE
12:30-1:05	Lunch	Lunch	Lunch	Lunch	Lunch
1:05-1:40	Summit Solves	Summit Solves	Summit Reads	Summit Reads	Summit Reads
1:40-1:45	<i>Passing</i>	<i>Passing</i>	<i>Passing</i>	<i>Passing</i>	<i>Passing</i>
1:45-3:15	PLT	PLT	Project Time	Project Time	Project Time
3:15-5:30	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours

### High School

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:20-9:55	Project Time	Project Time	Project Time	Project Time	Community Time / PLT
9:55-10:00	<i>Passing</i>	<i>Passing</i>	<i>Passing</i>	<i>Passing</i>	<i>Passing</i>
10:00-10:30	Summit Solves	Summit Solves	Summit Solves	Summit Solves	PLT
10:30-10:45	Brunch	Brunch	Brunch	Brunch	Brunch
10:45-12:20	Project Time	Project Time	Project Time	Project Time	PLT

12:20-1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-1:30	Summit Reads	Summit Reads	Summit Reads	Summit Reads	PLT
1:30-1:35	<i>Passing</i>	<i>Passing</i>	<i>Passing</i>	<i>Passing</i>	<i>Passing</i>
1:35-3:10	Project Time	Project Time	Project Time	Project Time	PLT
3:10-3:15	<i>Passing</i>	<i>Passing</i>	<i>Passing</i>	<i>Passing</i>	<i>Passing</i>
3:15-3:25	Community Time	Community Time	Community Time	Community Time	Community Time
3:25-5:30	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours



## Elements of the Daily/Weekly Schedule

**Teacher Facilitated Learning:** The vast majority of each core Summit course consists of teacher facilitated learning (Project Time), in a group, focused on the development of Cognitive Skills. Students will spend this time developing and demonstrating deeper thinking and learning skills, through projects, performance tasks, and synthesis of the content they have mastered.

**School Based Personalized Learning Time (“PLT”):** Each week, students will participate in at least 8 hours of PLT focusing on learning content knowledge in the core content areas, as defined by each subject’s Content Guide, with support from teachers, peers and online resources. Thus, more than an hour per week per subject will be devoted to PLT, though it will vary by each student weekly depending on his or her needs.

**Home Based Personalized Learning Time:** Students will be expected to complete around 8 hours (exact amount will depend on each student’s PLP) of PLT at home, also focused on developing content knowledge. This is considered “homework” in a traditional school model.

**Summit Reads/Summit Solves:** Summit Seattle #2 believes that reading and mathematics are the most important core competencies for every learner. All students will participate each day in 30 minutes of reading and 30 minutes of mathematics time, which will be school based and adult facilitated. During Summit Reads students will be actively engaged with texts, practicing good reading strategies such as tellbacks, written activities, and book talks. During Summit Solves, students will be practicing their numeracy skills and mathematical problem-solving at their own level and their own pace.

**Community Time:** Students meet together with their mentors each week in small, diverse, collaborative groups to engage in discussions around issues that are important to them. These Socratic dialogues underpin the Summit Seattle #2 community’s values of respect, responsibility, courage, compassion, and integrity, while exploring topics such as vulnerability, motivation, and self-advocacy. Community Time occurs every week throughout the school year and helps students develop their “Habits of Success.”

**Personal Mentoring:** Students receive at least 10 minutes of dedicated one-to-one coaching with their mentors per week. This time is built into Personalized Learning Time, but also extends beyond the standard school schedule to include mentor-student-parent meetings.

# Summit Public School: Seattle #2 | Draft School Year Calendar 2016-17

August 2016						
Su	Mo	Tu	We	Th	Fr	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			

September 2016						
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October 2016						
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23	24	25	26	27	28	29
30	31					

November 2016						
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December 2016						
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January 2017						
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29	30	31				

February 2017						
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26	27	28				

March 2017						
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
April 2017						
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May 2017						
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28	29	30	31			

June 2017						
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July 2017						
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30	31					

Total number of instructional days represented: 188  
Total number of instructional hours represented: 1096

	First and Last Day of Academic Year
	Orientation for 9th Graders (happens before all students return)
	School Closed
	Personalized Learning Plan meetings for parents, student, mentor
	Potential Inclement Weather Make-up Days
	State Assessment Days
	Expeditions

## Structures to Build Life Skills and School Culture

**Expeditions:** For a total of 7-8 weeks each year, students will be engaged full time (8am-3pm daily) in the Expeditions program. These real world, authentic experiences support the Habits of Success and teach content in the strands of 1) Health and Wellness, 2) College and Career, 3) Cultural Awareness and the Arts, and 4) Leadership and Active Citizenship. Expeditions is discussed in more detail in the Supplemental Programs section.

**Student Orientation:** All Summit Seattle #2 students will participate in student orientation activities spread throughout the first 4-6 weeks of school each year. Additionally, new student orientation will occur prior to school opening. Teachers will facilitate these sessions for students to learn about school culture, norms, expectations, systems, and Habits of Success. The goal of student orientation is to transition students smoothly into the Summit Seattle #2 community. Orientation activities help students understand the culture that defines the Summit Seattle #2 experience. Students will be known and honored as people and as learners, with their different backgrounds, and they will feel a sense of belonging to the school community. Many other structures exist throughout the year to build school culture, such that students entering midway through the program will have similar opportunities.

**Camping Trip:** The camping trip is another culture building school activity that includes all students, the entire faculty, and several parent chaperones. The trip provides fun activities for students such as hiking and Frisbee, a showcase for student interests and talents through the student-run Talent Show, and opportunities to foster strong relationships between students, staff, and faculty. The timing of the camping trip will be determined based on weather constraints in the Puget Sound region.

**College Trips:** Students will participate in teacher-led tours of colleges and universities in the state. The purpose of these trips is to motivate students to stay focused on their goals and give them firsthand experience of what life is like on campus at many Washington universities.

**Family Meetings:** Students will lead 1-3 meetings each year between themselves, their parents, and their mentor. The purpose of these meetings is to collaborate on the student's Personalized Learning Plan and jointly develop a plan for the student to meet his or her goals.

## Typical Student Day

On a typical day, Alicia walks into Summit Seattle #2 and is greeted by several teachers who are on supervision and greeting. To prepare for class, Alicia walks over to her Chromebook charging station and picks up her Chromebook, which she has personalized with her name and stickers.

To kick start the day, she pulls out her latest novel and reads alongside every community member for the first thirty minutes of school. She notices that her teachers are also committed to reading every day, and over time she begins to realize that her enjoyment of reading is increasing as is her reading comprehension.

She then transitions to her first project time of the day, where she is given an overview of their current project. In her math course, she is working on writing a model paper using real life data she has collected. Her teacher reminds her of the cognitive skills they will be focusing on for the next series of lessons. He also reminds the class of his expectations for where they should be in their project. After this overview, Alicia pulls out her Chromebook and her Personalized Learning Plan (“PLP”) to create a learning goal and plan for the day.

Earlier this week during her project conference, Alicia received feedback from her teacher on how to make her argument stronger by providing stronger evidence. Because of this feedback, she has decided to write her learning goal about creating a revision of her argument and supporting body paragraph.

In order to practice her cognitive skills of argumentation and evidence, she decides to visit the “argumentation” station where she finds other students who are also working on revising their arguments. Together they follow the task card at the station that walks them through specific exercises to strengthen their argument. At one point during the period, they also conduct a peer review of each others’ work and then immediately incorporate the feedback on the spot. Alicia looks over to the center of the room and notices that her teacher is about to start a mini-lesson around “modeling.” She is excited about the progress she is making on her argument so continues to work at her station.

Before project time comes to an end, Alicia returns to her regular seat and listens to the teacher’s feedback on their self-directed learning behaviors and performance for the day. As always, to reinforce the self-directed learning cycle, she opens up her PLP tool, reflects on her progress from the day, and marks whether she met her learning goal for the period. She takes a moment to record the types of strategies and behaviors that led to her progress. She then packs up and gets ready for four more similar workshop style project classes.

Once a day, Alicia has the ability to direct her own content learning during Personalized Learning Time. During this period, she opens up her PLP tool and sets her own personalized learning goal for the period around content acquisition. She examines her PLP dashboard to see what she has yet to learn and selects the content she wants to work on. She first takes a diagnostic assessment to figure out what she knows and doesn't know. She then selects resources that will help her master the sub-objectives within that assessment. After reviewing her resources, when she feels ready to master the diagnostic assessment and the corresponding objectives, she takes the assessment on-demand on her Chromebook. She is immediately given a score report that details how well she mastered the sub-objectives. She then re-opens her resources and chooses how she will re-study the sub-objectives she has yet to master. If she needs additional support, she reaches out to her PLT teacher to receive coaching on her study strategies, self-directed learning behaviors and content. Before the end of class, to reinforce the self-directed learning cycle, Alicia reflects on her progress during Personalized Learning Time and how her strategies impacted the progress on her learning goal. She records her reflections and her progress on her goal in her PLP tool. After school, Alicia may have additional questions around her projects or content, so she chooses to attend one of her teacher's weekly Office Hours to receive additional support. Perhaps she is curious about the upcoming Expeditions and she drops by her mentor's room to discuss which options might work well with her interests and passions - she is currently deciding between Model UN and a philanthropy class. She then decides to complete her learning goal for the day so that she does not have to do the work at home. Finally, she takes her Chromebook back to her charging center and heads home.

## Typical Teacher Day

During a typical day at Summit Seattle #2, Mr. Johnson constantly balances his three main hats: teacher, mentor and teacher leader.

First, he is on the rotation to welcome our students into our building to build a positive student culture from the first moment. He then puts on his teacher hat, and during the first thirty minutes of school, he pulls out his latest novel and reads alongside every community member, modeling the joy of reading and creating the virtuous cycle of reading.

Mr. Johnson then prepares for his four periods of Project Time. After the students shuffle into his classroom, he provides the overview and objectives for the day, including which cognitive skills they will be focusing on for the next series of lessons. He also reminds them of his expectations for where they should be in their project. He then asks students to pull out their Chromebooks and create their own personalized learning goal in their Personalized Learning Plan (“PLP”) for the day.

He proceeds to conduct a workshop-style class where students spend most of their time working through their projects and receiving real-time feedback on their cognitive skills progress. For example, he may set up stations around the classroom that guide students through a revision and peer editing cycle. Students who need to strengthen their skill of “providing evidence” sit together at a station and peer edit and revise the evidence they have selected to support their claims. As students work at the various stations, Mr. Johnson spends time with various small groups giving additional real-time feedback on their cognitive skills or content understanding related to the project. Additionally, he is able to give real-time feedback on the Habits of Success students are using to progress towards their daily learning goal.

Before project time comes to an end, Mr. Johnson brings the class back together to provide them feedback for the day. Additionally, to reinforce the self-directed learning cycle, he asks students to reflect in their PLP tool whether they met their daily learning goal, how much progress they made on their project, and what strategies and behaviors led to their progress. Mr. Johnson conducts a similar workshop-style lesson with his three other project classes.

A couple times each week, Mr. Johnson also facilitates Personalized Learning Time for roughly 25 students. During this period, students set their own personalized learning goal around content acquisition for the period. As students work through their resources and take online content assessments on-demand, he provides coaching to students on the quality of their goals, their study strategies and their self-directed learning behaviors. Additionally, he administers the on-demand content assessments.

As students pass and fail content assessments, he may provide coaching on how students can leverage their resources and tools to increase their performance and understanding of the concepts. Before the end of class, to reinforce the self-directed learning cycle, he asks his students to reflect on their progress and strategies used during Personalized Learning Time.

During the day, Mr. Johnson has anywhere between 55 minutes and 110 minutes without students to prepare and assess student work alongside his department. He shares this prep time with history teachers in other Summit schools in Washington and California. During this time, he may review students' progress on their projects, analyze data to see which students have mastered content, and look for common misconceptions on the content.



After school, Mr. Johnson can be found hosting his weekly Office Hours for his students, where he may coach students on content, cognitive skills or Habits of Success. You may also find him conducting an individualized 1:1 mentor check-in with his student. He and his student will go through her PLP tool and discuss her progress on her learning goals, her content acquisition and her progress on projects. Because the PLP tracks individual student progress, as a mentor, he is able to personalize his coaching for each of his mentees.

He may also be found on a Google hangout with the other 9th grade History teachers across Summit. During these weekly History 9 Course Level Team ("CLT") Google hangouts, he and the other History teachers analyze student work to calibrate their cognitive skills assessment, share best practices, and reflect on the project instruction. By design, they are all implementing a common assessment plan that they have collectively developed. They may also look at student data to figure out if any content assessments or student resources require iteration, or share ideas for how to implement the upcoming project.

Twice a week, you can find Mr. Johnson engaged in a full-faculty Leadership Team ("LT") meeting where they analyze student performance data, as well as student survey and focus group data. From the data, the Leadership Team will identify problem areas in their school and collectively create action plans to tackle the problem. They will also determine a set of metrics to track progress on the action plan. During these LT meetings, the teachers may also work in their Grade Level Teams ("GLT") to determine which students need additional support and intervention, again based on the data. Because working in teams is an important part of Summit Public Schools, these LT meetings also often consist of community building and faculty culture conversations.

Overall, Mr. Johnson consistently uses a mixture of his teacher, mentor and teacher leader hats to constantly reinforce self-directed learning behaviors to support student progress and build a positive school culture.



## Summit Public School: Seattle #2

**Attachment 7**  
Student Enrollment Policy  
Student Recruitment Plan

## **Summit Seattle #2: Student Enrollment Policy**

The Board of Directors, with the advice of the leadership of the Summit Seattle #2, shall determine all policies, processes, and procedures governing application, admission, and enrollment at Summit Seattle #2. All students attending Summit Seattle #2 must follow the application, admission, and enrollment policies of Summit Seattle #2.

The application packet for admission to Summit Seattle #2 shall include information that allows students and parents to be informed about Summit Seattle #2'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 Summit Seattle #2.

The Board shall have the sole authority to determine the size and grade-level breakdown of the student body at Summit Seattle #2. The determination of school capacity shall be based on, among other things, consideration of Summit Seattle #2'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***

Summit Seattle #2 shall be open to all students at the appropriate age groups and grade levels who wish to attend. Summit Seattle #2 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 Summit Seattle #2, admission to Summit Seattle #2, 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 Summit Seattle #2 must follow Summit Seattle #2's admission procedures and deadlines with respect to completing applications, and submit enrollment forms and documents by the announced deadlines. Open application deadlines, which will normally be in the winter for admission the following August, shall be coordinated with local public schools to give students and their parents opportunity to consider the full range of educational opportunities available to them. Late applications for admission shall result in loss of opportunity for enrollment preferences as listed below, and may result in loss of opportunity for admission, but will be reserved in the case that the waiting list is completely exhausted in a given year. Late return of enrollment packets following notification of admission shall result in loss of admission, and placement at the end of the admission priority list, described below.

There shall be no admission testing or other evaluation required of any applicant. Summit Seattle #2 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 the number of students who wish to attend Summit Seattle #2 exceeds Summit Seattle #2's capacity, enrollment, except for existing students, shall be determined by lottery. Preference in the lottery shall be provided only to siblings of currently enrolled students or graduates of Summit Seattle #2.

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. Summit Seattle #2 shall maintain a list of students interested in transferring to Summit Seattle #2. After the admission priority list has been exhausted, Summit Seattle #2 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 Summit Seattle #2's website. Public notice for the date and time of any lottery will also be posted once the application deadline has passed. Summit Seattle #2 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.

### ***Conditions of Enrollment***

Summit Seattle #2 shall have the following requirements that must be met by each student and his or her family before enrollment is complete at Summit Seattle #2:

- 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 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 for 2015-16

## Area Schools

We seek to recruit most heavily from the areas surrounding the following middle and high schools, which best represent the Southern Seattle Area:

- David T. Denny International School
- Orca Middle School
- Aki Kurose Middle School
- South Shore Middle School
- Chief Sealth High School
- Cleveland High School
- South Shore High School

## Community Communication and Notification (June 2015 – August 2016)

(All communication will be done in English, Spanish, and Somali whenever possible)

1. We will place paid advertisements in local print media (including Spanish Language publications). The ads will announce that the school is accepting applications, contact information and dates, times and locations for recruitment events.
2. We will seek to include recruitment events and application deadlines on Community Calendars in the local print media when available.
3. If the addresses are available for the fifth and eighth grade students enrolled in the target schools and districts, we will mail postcards to each residence. The postcard will announce that the school is accepting applications, contact information and dates, times and locations for recruitment events.
4. We will post fliers announcing recruitment events at various public facilities frequented by school aged students and families (Southeast Seattle Education Coalition, Southwest Youth and Family Services, YMCAs, Boys and Girls Clubs, recreation centers, libraries, athletic venues, schools, churches, etc...), with a particular emphasis on organizations that serve high levels of “at-risk” youth.
5. If allowed, we will place announcements in the parent newsletters or communication vehicles at all elementary and middle schools that feed into the above mentioned middle and high schools. The announcements will state that the school is accepting applications, contact information and dates, times and locations for recruitment events.
6. We will maintain a web site that includes detailed information and updates on the school, recruitment, application process and deadline.

## Recruitment Events (October 2015 – April 2016)

1. We will host at least four Recruitment Open Houses during the school year before which Summit Seattle #2 plans to open. The schedule and location of the events in preparation for the 2016 opening is as follows\*:

October	Saturday	location based on availability
November	Weeknight	location based on availability

December	Weeknight	location based on availability
January	Weeknight	location based on availability
February	Saturday	location based on availability

Each Open House will include a presentation that provides a detailed description of the school and its program. Participants will have an opportunity to ask questions in a large group setting and on a more individual basis. Participants will be given an application for admission and extensive written explanation of the school and its programs. The entire event and all written materials will be translated into Spanish.

2. Beginning in January 2016 and concluding in April, we will host a weekly small group question and answer session for the parents of prospective students. The session will be facilitated by a representative from the school. During the session participants will be given the written materials and application provided at the Open House. In subsequent years, they will have an opportunity to observe our classes in session and ask individual questions.\*\*
3. During the fall of 2015, the school will host at least one educator information session. We will invite the administrators, counselors and fifth and eighth grade teachers from all target schools to attend this after school discussion hosted by representatives from the school.
4. The school will request to be one of the schools included in any annual middle or high school fairs in the targeted area.
5. We will request to participate in the Seattle Public Schools' annual school information night, if applicable.
6. We will request the opportunity to present or be a part of any other high school information opportunities or events hosted by the target schools or districts.
7. Beginning in the spring of 2016, we will host school tours for prospective families. During the 2015-16 school year, these tours will be offered at Summit Sierra (also located in Seattle). In future years, they will be offered at Summit Seattle #2.

\*Beginning in the 2016-2017 school year these Recruitment Open Houses will be held at the school. In the year prior, when there is no permanent location, the site of these events will be based on availability.

\*\*Due to the logistical constraints of not actually being open yet, these recruitment events will not begin until the 2016-2017 school year.





# Summit Public School: Seattle #2

## Attachment 8 Discipline Policy

# Discipline Policy

## Graduated Discipline Plan

If a student prevents one of the following targets from being met in a classroom (or anywhere on campus)

- All Summit Seattle #2 community members are physically and emotionally safe at all times
- Summit Seattle #2 provides a positive and productive learning and working environment for all community members

Then, teachers will follow this graduated discipline plan.

### Behavior Type 1: Behaviors that do not automatically result in suspension or expulsion

**Level 1- Teachable Moments - Using affective statements to re-direct in-the moment behaviors**

#### **What has happened:**

A student is disruptive in class, off-task, teasing a peer, etc. *This is a behavior or action that can quickly be re-directed without stopping the class, after class conversations, etc.*

#### **Best practices:**

1. Affective statements are used. Students are told how their actions affected someone. Both pleasant and unpleasant feelings are expressed. Typically, these work best when delivered privately.
  - a. Example affective statements:
    - i. It makes me uncomfortable when...
    - ii. I am frustrated that you are not listening to me
    - iii. It makes me sad when I hear you say something like that to...
    - iv. I get angry when you talk and joke during...
    - v. 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:**

Using restorative practices like affective statements helps to create community and build a student's social emotional skills.

**Level 2- Teachable Moments - Students Reflect**

**What has happened:**

A student is creating an unsafe learning environment or an unproductive learning environment and can be re-directed individually. *This is the first offense or the behavior is new.*

**Best Practices:**

2. Student reflects (student/teacher discretion as to the type of reflection, e.g. conversation on the spot, conversation same day, or written reflection)
  - a. Affective Questioning

<p><b>When Challenging Behavior:</b></p> <ul style="list-style-type: none"><li>● What happened?</li><li>● What were you thinking of at the time?</li><li>● What have you thought about since?</li><li>● Who has been affected by what you have done? In what way have they been affected?</li><li>● What do you think you need to do to make things right?</li></ul>	<p><b>To Help Those Affected:</b></p> <ul style="list-style-type: none"><li>● What did you think when you realized what had happened?</li><li>● What impact has this incident had on you or others?</li><li>● What has been the hardest thing for you?</li><li>● What do you think needs to happen to make things right?</li></ul>
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3. Amends are made with necessary parties.
4. Mentor is looped in to what is happening.

**Rationale and connection to values:**

Using restorative practices like affective questioning creates an opportunity to learn and build relationships.

**Level 3- Repeated Behavior - Trip to Director's Office**

**What has happened:**

A student is creating an unsafe learning environment or an unproductive learning environment and can be re-directed individually. *This is recurring behavior and student reflection isn't working.*

OR

Level 2 consequence not productive / outcome not achieved.

**Best Practices:**

1. Trip to the director's office, where student must reflect (see affective questions and use Reflection Sheet)
2. Student develops plan to give back to community, change behavior, etc
  - a. Natural consequences work with students. Students may be engaged to help come up with natural consequences, but the consequences may also come from teachers or administrators. Students are made to understand why consequences follow logically from the behavior to which it is a response.
    - i. Example: A student has vandalized the school building. Tomorrow is study trip. The director explains to the student that tomorrow is a time where

students will have unstructured time and high-trust. The director asks the student how he can prove that he is trustworthy so that he can go on the trip. The student comes up with a plan with the help of the director that: his parent volunteer will immediately call the director or teacher in charge, if there are any issues. The result of violating trust will be that he is sent home from the trip. The child also repairs the harm by cleaning up his vandalism and does some additional work around the school. He apologizes to the maintenance crew if necessary and hears about how his actions affect their work.

3. Incident is logged in Illuminate
4. Phone call home is given detailing the next steps, explaining to parents that next meeting will require them to take a more active role and be present for the restorative circle.
5. 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:**

Using restorative practices like affective questioning creates an opportunity to learn and build relationships. Connecting behaviors to natural consequences helps student make better choices going forward.

***Level 4- Continued Behavior - Restorative Circle***

**What has happened:**

A student is creating an egregiously unsafe learning environment OR Level 2 and 3 consequences not productive / outcome not achieved.

**Best Practices:**

1. Teacher puts together a group (teachers, peers, mentor, parents and others potentially affected) within 48 hours of the incident.
2. Student hears how his/her behavior has affected the group.
  - a. Restorative circles protocol
3. Student brainstorms how to give back to community, change behavior
  - a. Restorative Responses of Intense Intervention document (students fill out)
  - b. When an apology is given or requested, the person making the apology:
    - i. Identifies the behavior for which they are apologizing.
    - ii. Identifies why it was wrong and how it affected others.
    - iii. Asks the persons harmed how the harm can be repaired and offers ways to repair it.
    - iv. Makes a commitment to change the behavior so that it does not happen again.
  - c. To ensure that agreements that come out of restorative processes are upheld, make them SMART.
    - i. Specific: what, where, when, and how
    - ii. Measurable: everyone should know when complete
    - iii. Attainable: all items are realistic and possible
    - iv. Relevant to the harm and/or root causes
    - v. Time-bound: a date when each item will be completed

4. Plan is shared with stakeholders: all teachers, admin and parents
5. Incident and outcome are logged in Illuminate.

**What happens if the circle does not work at first?**

Students may participate in more than one restorative circle.

**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 Behavioral Issues after multiple restorative circles***

**What has happened:**

Students have participated in numerous circles and numerous family meetings have been held

**Best Practices:**

1. Site director and Chief Regional Officer explore next possible steps which could include:
  - a. Recommendation for suspension
  - b. 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. Creating opportunities for students to reflect, reintegrate into the community and to build relationships, we hope will result in both a strengthened community and fewer incidents of suspension and expulsion.

***Truancy and chronically tardy students***

**What has happened:**

A student is having trouble getting to school on time or to class on time. *This is a behavior or action just like disruption, rudeness.*

**Best practices:**

- Follow the Restorative Justice protocol steps 1-5

**Rationale and connection to values:**

Tardiness and truancy are behaviors just like disrespectful speak or pushing and shoving. Students need to see how their actions affect others and themselves. They also need to be given the opportunity to fail and try again.

## ***Plagiarism***

### **What has happened:**

A student has copied another student's work, cheated on a test, etc. *This is a behavior or action just like disruption, rudeness.*

### **Best practices:**

- Follow the Restorative Justice protocol steps 1-5

### **Rationale and connection to values:**

Plagiarism is a behavior just like disrespectful speak or pushing and shoving. 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.

# **Suspension and Expulsion Policy**

## **Student Rights<sup>1</sup>**

Each Charter School student possesses the following rights which may not be limited without good and sufficient cause:

- Students may not be denied equal educational opportunity or be discriminated against because of national origin, race, religion, economic status, sex pregnancy, marital status, previous arrest, previous incarceration, or a physical, mental or sensory handicap.
- 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 Limitations<sup>2</sup>**

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.
- A student's academic grade may only be negatively impacted by his or her tardies or absences if:
  - o The student's attendance and/or participation is related to the objectives or goals of the particular subject or course, and
  - o 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.
- Willfully inflicting or willfully causing the infliction of physical pain on a student is prohibited. This does not include:
  - o 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;

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<sup>1</sup> WAC 392-400-215

<sup>2</sup> WAC 392-400-235

- o Physical pain or discomfort involved in the student's voluntary participation in athletic competition or recreational activity;
- o Physical exertion in a teacher directed class activity, such as physical education exercises, field trips or vocational education projects; or
- o Physical restraint or the use of aversive therapy as part of a behavior management program in a student's individual education program which has been signed by the parent and is carried out according to Charter School procedures in compliance with the law.<sup>3</sup>

### **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.

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<sup>3</sup> WAC 392-171-800 et seq.

- 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 class work, 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 Executive Director 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 Executive Director 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.
- 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 Executive Director 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 Executive Director or designee's concurrence.

If it is determined by the Governing Board that a student has brought a fire arm 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.<sup>4</sup> 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 Suspensions<sup>5</sup>**

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<sup>4</sup> WAC 392-400

<sup>5</sup> WAC 392-400-245

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 offenses so severe that suspension must be imposed as a consequence. The Executive Director may grant exceptions to a short-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 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 fifteen (15) school days during any single semester or ten (10) school days during any single trimester. 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 Suspensions<sup>6</sup>**

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.

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 short-term suspensions, and the reasons for the suspensions, must be reported to the Charter School Board within twenty-four (24) hours after the suspension is imposed.

### **Grievance Procedure for Short-term Suspensions<sup>7</sup>**

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<sup>6</sup> WAC 392-400-250

<sup>7</sup> WAC 392-400-255

If the student or parent disagrees with a proposed short-term suspension, they have the right to an informal conference with the Executive Director to resolve the grievance. During the conference, the Executive Director 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 Executive Director decides to delay the suspension, it may be imposed during the appeal process.

## **B. Long-term Suspensions**

### **Conditions and Limitations of Long-term Suspensions<sup>8</sup>**

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. However, the Charter School may designate certain offenses so severe that suspension must be imposed as a consequence. The Executive Director 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. 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 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, and the reasons for the suspensions, must be reported to the Charter School Board within twenty-four (24) hours after the imposition of the suspension.

### **Notice of Hearing and Waiver of Hearing Rights for Long-term Suspensions<sup>9</sup>**

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;

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<sup>8</sup> WAC 392-400-260

<sup>9</sup> WAC 392-400-265

- 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.

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 Suspensions<sup>10</sup>**

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 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. 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 Expulsion<sup>11</sup>**

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. The Charter School may not expel a student unless another appropriate form of

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<sup>10</sup> WAC 392-400-270

<sup>11</sup> WAC 392-400-275

corrective action has already been imposed, or the Charter School reasonably believes other forms of corrective action would fail if employed. Any student who has been expelled may apply for readmission at any time.

A student may not be expelled for one or more unexcused absences 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 Charter School Board within twenty-four (24) hours after the imposition of the expulsion.

### **Notice of Hearing and Waiver of Request for Hearing Rights for Expulsions<sup>12</sup>**

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;
- 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 Expulsions<sup>13</sup>**

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)

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<sup>12</sup> WAC 392-400-280

<sup>13</sup> WAC 392-400-285



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 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. 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.

#### **D. Emergency Actions**

##### **Emergency Removal from a Class, Subject, or Activity<sup>14</sup>**

A student may be immediately removed from a class or activity by a certificated teacher or Charter School administrator, and sent to the Executive Director's office, when there is good and sufficient reason to believe that the student's presence poses an immediate and continuing danger or a continuing threat of substantial disruption. This is a short-term action that may continue only until the danger or threat ceases, or the Executive Director imposes discipline, such as a short-term suspension, long-term suspension, or expulsion.

The Executive Director must meet with the student as soon as possible after the student's removal to take the appropriate corrective action or punishment. The removal cannot normally exceed one day. Before the student can be returned to the class or activity he was removed from, the Executive Director must inform the teacher or administrator who initiated the removal.

##### **Limitations on Emergency Expulsions<sup>15</sup>**

A student may be expelled immediately by the Executive Director in emergency situations, if the Executive Director has good and sufficient cause to believe the student's presence poses an immediate and continuing danger or a continuing threat of substantial disruption. An emergency expulsion continues until the Charter School rescinds or reverses it through the hearing or appeals process.

##### **Notice of Hearing and Waiver of Hearing Rights for Emergency Expulsions<sup>16</sup>**

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

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<sup>14</sup> WAC 392-400-290

<sup>15</sup> WAC 392-400-295

<sup>16</sup> WAC 392-400-300

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 ten (10) 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 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 ten (10) 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 ten (10) school business days, it may determine that the parents/guardians have waived that right, and the Charter School may continue the emergency expulsion as deemed necessary by the Charter School.

### **Prehearing and Hearing Process for Emergency Expulsions<sup>17</sup>**

If the Charter School receives the request for hearing within the designated timeframe (ten (10) 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 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 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. 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),

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<sup>17</sup> WAC 392-400-305

and whether the emergency expulsion should be continued or a lesser punishment imposed. 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**

### **Long-term Suspensions and Expulsion Appeals<sup>18</sup>**

The student may appeal an Administrative Panel's decision regarding his or her long-term suspension, expulsion, or emergency expulsion. The Charter School Board will hear such appeals. The student must notify the Executive Director 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).

The student must appeal the Charter School Board's decision directly 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 Board<sup>19</sup>**

If the Charter School Board 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 evidence as Charter School Board deems is reasonable. The Board will decide on one of the following procedures before the conclusion of the conference:

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<sup>18</sup> WAC 392-400-310

<sup>19</sup> WAC 392-400-315

- 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 Grievances<sup>20</sup>**

The Charter School Board may authorize an Administrative Panel to hear and decide discipline and short-term suspension grievance appeals.

### **Charter School Board Decisions<sup>21</sup>**

The Charter School 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**

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.

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<sup>20</sup> WAC 392-400-317

<sup>21</sup> WAC 392-400-320

### **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, 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 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, 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, 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 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, 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 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 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 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 Executive Director 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 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; 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 has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.



## Summit Public School: Seattle #2

### Attachment 10

Community Engagement To Date  
Sample Mailer, Flyer and Posting Locations  
Media Coverage  
Parent Outreach System  
Letters of Support  
Parent Signatures

## Community Engagement To Date in South Seattle

### Presentations

Event	Location	Audience	Date
League of Education Voters: Access, Equity & Excellence Parent & Community Training	Highline Community College	Audience included South Seattle/ Highline community members, PTA parents and school board members across the state	Saturday, January 24, 2015
Information Session #1	Southwest Branch-Seattle Public Library	South Seattle Community Members	Thursday, February 26, 2015
Information Session #2	White Center Public Library	South Seattle Community Members	Tuesday, March 17, 2015
Information Session #3	Southwest Branch - Seattle Public Library	South Seattle Community Members	Tuesday, April 14, 2015
Information Session #4	Garfield Community Center	Southeast and West Seattle Community Members	Thursday, May 7, 2015

### Meetings

Organization	Date
Seattle Public Schools	January 28, 2015
SW Youth and Family Services	February 9, 2015
Treehouse	February 19, 2015
Southwest Youth And Family Service	March 9, 2015
South Seattle Community College	March 15, 2015

West Seattle Chamber of Commerce	April 20, 2015
Community Meals	April 25, 2015
SESEC (Southeast Seattle Education Coalition)	Ongoing
Yesler Terrace	Ongoing
School Information Sessions	Mid-April 2015 (multiple)

## Media

Activity	Media Outlet	Date
Spanish Radio Public Service Announcement	D'La Familia	Week of January 19, 2015 (multiple airings)
Spanish radio interview with Laura Rodriguez	D'La Familia	February 5, 2015
Info Session Details Posted via WA Charters	WA Charters Facebook Page	Ongoing
Email sent to all 1,884 SPS-WA External Contacts	Email	February 23, 2015
West Seattle Herald Blog Post with Info Session information	West Seattle Herald Blog	February 24, 2015
Info Session Details Posted on Summit FB & Twitter	Summit WA Facebook & Twitter	February 24, 2015
Postering in West Seattle	Community centers, coffee shops, libraries, etc. (full list below)	Week of February 20, 2015
Delridge Neighborhood Development Association & White Center Community Development Association - Share of info session details	DNDA Facebook Post & White Center distributed flyer to their networks	February 24, 2015
West Seattle Herald Article on Info Session	West Seattle Herald	February 26, 2015

Info Sessions added to Summit website calendar	Summit Public Schools web site	March 5, 2015
Info Session Flyers (Spanish and English)	Southwest Youth And Family Service	March 16, 2015

## Community discussion about new charter school to take place on Thurs.

02/24/2015

**By Gwen Davis**

This Thurs. Summit Public Schools (SPS) will host a public info session about the new charter school that's slated to open in West Seattle in the fall of 2016.

The school will serve grades 6-12.

During the first part of the hour-long session, SPS will provide a brief presentation about its charter school model, mission and the results it has achieved so far.

The rest of the meeting will be an open feedback discussion. Brittany Alvarez, startup operations coordinator at SPS said she's eager to know what West Seattle wants in a school.

"We want to get input from the community," she said. "What they need from a charter school, and their ideas and interests."

The meeting will take place on Thurs. Feb. 26 at the Southwest Branch of the Seattle Public Library from 6:30-7:30 p.m.





**Photo by Gwen Davis**

During the charter school info session, Greg Ponikvar took feedback from participants about what they'd like to see in a new school.

## Charter school supporters get their feet wet in first info session

02/26/2015

**By Gwen Davis**

The California-based Summit Public Schools (SPS) kicked off an info session Thurs. evening about the future of a potential West Seattle charter school opening in 2016.

The school would serve grades 6-12, with approximately 105 students per grade.

But it's not a done deal, the facilitators noted at the beginning of the meeting.

"We in no way can promise we're coming to West Seattle," said Jen Wickens, chief regional officer of SPS and co-facilitator of the meeting. Charter schools must apply to the Washington State charter school organization, she said. There needs to be a community forum and capacity interview.

"But we made it happen with the first two schools [in and hopefully it will happen in West Seattle," she said.

Wickens and her co-facilitator Greg Ponikvar, executive director of the expeditions program at SPS, opened the meeting with an introduction to the school's model and mission.

"We don't define college readiness as only getting into a four-year college," Ponikvar said. "A lot of it is how can students be successful in life."

College readiness is identified and created by the organization's four-element model: 1) content knowledge 2) cognitive skills 3) real-life experiences and 4) habits for success.

"We understand that usually classes have a huge focus on content," Ponikvar said. "But our courses are focused not only on college but on career and life skills, like critical thinking and analysis."

The organization wants students to thrive both inside and outside the classroom.

"Do students have the habits to really be successful?" he said. "There have been a lot of studies that show students don't know how to persevere through challenges."

Acquiring emotional intelligence is important.

"We want students to leave high school with a passion," Ponikvar said. "We try to provide students with experiences in expeditions that will be relevant to potential careers they might have."

Furthermore, they are exposed to practical disciplines they'll need in life, like figuring out finances and considering budgets.

"We try to give them experiences that are important to real life, not just they're going to get a grade on," he said.

100 percent of students in the SPS are eligible for two- and four-year colleges, the facilitators noted.

During the second half of the meeting the audience of about 20 people was split into feedback sessions.

"We want to be here and we want to work with the community to get the charters authorized," Wickens said.

What do the students need and want here in West Seattle, they asked the participants. Additionally, what are West Seattle's educational assets.

"Choice is a good thing," one mother of three students said, referring to the charter school alternative.

"They need to be engaged so they can be learners and can live the life they want," another participant said.

Students needed to feel emotionally and physically safe at school, one person expressed.

"The elementary education in Seattle Public Schools just doesn't seem to maximize hours for learning," another participant voiced. "It seemed in my day that people learned more in school."

Homework was another item. "In elementary school homework wasn't such a big thing," one person said. "I support homework but I feel like I'm doing the school's job."

Wickens asked what hopes participants had for the new school.

"I think one thing that's special and unique about this community is it's connected," someone said. "So much happens outside of the classroom and students need that community."

"I would like very high engagement in the classroom," a parent stated. Having a small environment where all adults know about the well-being of all the students should be a priority, he speculated.

The kids should feel like they're known and not fly under the radar, other participants added.

However, someone else said the school should value diversity while another said he'd like to see engagement in the arts.

Standardized tests were also brought up. Kids should be immersed in a culture of learning, not on making a mark, people voiced. What does the child need to be successful, should be the primary question, not what does the child need to pass the test.

Wickens asked about what community assets West Seattle has, which is important for students' experiential learning in the "expeditions" part of the curriculum. "We love the idea of kids having deep experiences and interests," Wickens said. "It's their chance to dig into a topic of their choice."

People brainstormed local organizations that would be good for experiential learning: The Youngstown Cultural Art Center, Total Gospel Choir Experience, West Seattle Symphony, Experience Music Project, Seattle Children's Theater, Boeing, Microsoft, Flight Museum and 12th Night Productions were organizations mentioned.

At the end of the meeting Wickens made a pitch.

"People are needed for a long-term advisory council," she said. "If you're interested in helping us build a school in West Seattle we'd love your help."

The next info session is Tues. March 17 at the White Center Public Library from 6:15-7:15 p.m.

The one after that is Tues. April 14 at the Southwest Branch of the Seattle Public Library from 6:45-7:45 p.m.

## Sample Mailer

Sent to 5,670 fourth and seventh graders in February/March 2015

# YOU ARE INVITED

TO LEARN MORE ABOUT SUMMIT PUBLIC SCHOOLS'  
**FREE & PUBLIC**  
**MIDDLE & HIGH SCHOOL**



APPLYING TO OPEN IN  
**WEST SEATTLE • 2016**

Attend our Info Session  
to learn how we prepare  
all students for college  
success.

## Summit gets students into their **zone**..

where they are their best selves, deeply engaged in learning,  
and working towards their college goals. We do this through our:

- College-prep curriculum
- Small, safe, diverse community
- Personalized learning experience
- World-class teaching faculty
- Focus on life skills & real world opportunities

### JOIN US FOR AN INFORMATION SESSION

**Tuesday, March 17, 2015 at 6:15pm**

White Center Public Library  
11220 16th Avenue Southwest, Seattle

Or call Jen Wickens: **(206) 747-0599**



Changing Education, Changing Lives  
[www.summitps.org](http://www.summitps.org)

# ESTÁ INVITADO

A APRENDER MÁS ACERCA DE LAS ESCUELAS PÚBLICAS SUMMIT  
SECUNDARIAS Y PREPARATORIAS  
GRATUITAS Y PÚBLICAS



SOLICITANDO APERTURA EN  
**WEST SEATTLE • 2016**

Asista a nuestra sesión  
informativa para aprender  
cómo preparamos a todos los  
estudiantes para que tengan  
éxito en la universidad.

## Summit pone a los estudiantes en su **zona**..

donde sacan lo mejor de sí están profundamente comprometidos con el aprendizaje y trabajan para lograr sus metas universitarias. Logramos esto a través de nuestro:

- Currículo que prepara a los estudiantes para la universidad
- Comunidad pequeña, segura y diversa
- Experiencia de aprendizaje personalizada
- Profesores de clase mundial
- Enfoque en habilidades para la vida y oportunidades del mundo real

**UNÁSENO PARA UNA SESIÓN INFORMATIVA**

**Martes, 17 de Marzo, 2015 a las 6:15pm**

Biblioteca Pública de White Center  
11220 16th Avenue Southwest, Seattle

O llame a Jen Wickens al: **(206) 747-0599**



**summit**  
public schools

*Cambiando la Educación, Cambiando Vida*  
[www.summitps.org](http://www.summitps.org)



## Sample Flyer



**Summit Public Schools is applying to open a free, public charter school with grades 6-12 in your neighborhood!**

We invite parents and students to come learn more about our model and share input at one of our upcoming Information Sessions:

**Tuesday, March 17th from 6:15-7:15pm**  
White Center Public Library  
11220 16th Avenue Southwest, Seattle, WA 98146

**Tuesday, April 14th from 6:45-7:45pm**  
Southwest Branch of the Seattle Public Library  
9010 35th Avenue Southwest, Seattle, WA 98126

To learn more, call Jen Wickens at (206) 747-0599 or email [jwickens@summitps.org](mailto:jwickens@summitps.org)


**We are a public, tuition-free, charter school model with a track record of success.**

- Rigorous, college-prep curriculum
- Personalized learning plan for every student
- Focus on life skills to empower students
- World-class teaching faculty
- Smart, safe & diverse community

100% of Summit students meet and exceed 4-year college entrance requirements.

Summit ranked among best schools in the nation by U.S. News & World Report.

[www.summitps.org](http://www.summitps.org)



**¿Tiene Un Estudiante En La Escuela Secundaria o Preparatoria?**

**Las Escuelas Publicas Summit estan solicitando abrir grados 6 al 12 en su vecindario!**

Invitamos a los padres y estudiantes a aprender más sobre nuestro modelo y dar su opinión en nuestra próxima Sesión Informativa:

**Martes, 17 de marzo a las 6:15pm**  
White Center Public Library  
11220 16th Avenue Southwest, Seattle, WA 98146

**Martes, 14 de abril a las 6:45pm**  
Southwest Branch of the Seattle Public Library  
9010 35th Avenue Southwest, Seattle, WA 98126

Para aprender más, llame a Jen Wickens al (206) 747-0599 o correo electrónico a [jwickens@summitps.org](mailto:jwickens@summitps.org)


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Summit fue clasificada entre las mejores escuelas en la nación por U.S. News & World Report.

[www.summitps.org](http://www.summitps.org)



## List of Locations Where Flyers Have Been Posted

DSHS 4025 Delridge way sw	West Seattle Golf Course 4470 35th Ave sw	YMCA on Barton 9140 california ave sw
Delridge Comm Center 4501 delridge way sw	Castle Park 30th and Barton	Super deli mart 9051 35th ave sw
Southwest Youth and Family 4555 Delridge way sw	Icare Center 9650 15th Ave sw	High point community center 6920 34th ave sw
YMCA 4515 36th Ave sw	Mclendons 10210 16th ave sw	walgreens 9456 16th ave sw
sw Community Center 2801 sw thistle	Home Depot 7345 delridge way sw	marvs broiler 9808 16th ave sw
Staples 2501 sw trenton	Castillos 10426 16th ave sw	QFC 10050 16th ave sw
Marshall 2600 sw barton	Super Saver 10616 16th ave sw	taqueria el mezon 9641 15th ave sw
Big 5 2500 sw barton	Viva Mexico 10601 16th ave sw	white center food mart 9613 16th ave sw
Target 2800 sw barton	Laundry mat 12818 ambaum blvd sw	highland park playground 1100 sw cloverdale
QFC 2500 sw barton	Dollar Store 10014 15th Ave sw	delridge convience store 5235 delridge way sw
Roxbury Safeway 9620 28th ave sw	Oreillys 9627 17th ave sw	walgreens 6330 35th ave sw
DSHS 9650 15th Ave SW	Roxbury Bowl 2823 sw roxbury	johns corner deli 7500 35th ave sw
Community Thrift Store 15th ave sw & sw 100th st	Taqueria Roxbury and 17th	super deli and grocery 9051 35th ave sw
Community resource center 1615 sw cambridge st	Gas and Smoke 9001 way sw	bakery and restaurant 1719 sw roxbury
Library 35th and raymond	Hiawatha Center 2700 california ave sw	
WIC 35th and raymond	Allki Community center 5817 sw stevens st	



## **Parent Outreach System**

Outreach to parents is a multi-step and multi-faceted system that acknowledges two important points:

- Parents need to be equal partners in the education of their children and in order to do this they need access to information and training.
- Parents need to believe that their input is seriously considered and expertise regarding their own children is valued.

### **Understanding Summit Seattle #2's Program**

Parents need to understand Summit Seattle #2's academic program and model so they can support their students and feel confident that it is meeting the needs of their students. The following are opportunities Summit Seattle #2 provides so that parents can gain this understanding:

- Recruitment open houses, which happen at least 4 times a year prior to enrolling in the school and provide a broad overview of the program
- New Family Event, which is held in the spring prior to the school-year starting and provides additional information to parents about more of the details of the academic program and model, such as specific interventions for identified students

### **Understanding our Systems**

Parents need to understand the systems used at Summit Seattle #2 to communicate academic information to parents regarding the progress of their students. The following are opportunities Summit Seattle #2 provides so that parents can gain this understanding:

- New Parent Orientation, which is an evening that introduces parents to Summit Seattle #2's specific parent/student portal (known as the PLP dashboard), which communicates student achievement and progress in all things academic
- Back to School Night, which is an evening dedicated to making sure parents understand the specific courses their students are taking and how to use our PLP dashboard
- Regular (at least) bi-monthly parent education meetings designed specifically to train parents on how to use the PLP dashboard
- Personalized Learning Plan family meetings, which happen in the fall for each student and family with the student's mentor. In these meetings, parents are shown the PLP dashboard, how to use it, and explain what is currently says about their student's progress. These meetings are also used to set short and long-term goals for each students, which include language acquisition goals for EL students.

### **Communicating Student Progress**

- At any time parents are able to see the current academic standing and academic progress their students are making in all aspects of the academic program via the PLP dashboard. If parents are not able to access this resource Summit Seattle #2 hosts a "parent station" in the reception area of

the school. The office manager is trained on how to work with parents to show them how to use this computer to understand their child's academic performance.

- Faculty mentors regularly call parents to share student progress
- At least three times per year students' literacy is formally assessed through the NWEA Map test and the results are communicated to parents as appropriate



## **Community Support for Summit Public Schools in West Seattle**

Dear Washington State Charter School Commission:

We have signed our names below in support of Summit Public Schools' charter application for a school that will serve grades 6-12 in West Seattle. As members of the West Seattle community, we are thrilled that Summit Public Schools has a 12-year track record of success, a model that works, and a commitment to engaging diverse families representative of the West Seattle community for this new proposed school.

We are heartened by Summit's track record of ensuring that all students graduate eligible to apply to a four-year college, regardless of their background or preparation level. The families of West Seattle deserve the option to send their children to a school that offers this kind of transformative education.

We believe that the students of West Seattle will thrive in Summit's model, which is designed to provide high expectations and high support for every student through Personalized Learning Plans, rigorous academic classes, one-on-one mentoring and a small school size.

We are pleased that Summit's local education team has already engaged in numerous conversations with members of the West Seattle community, demonstrating their commitment to enrolling a diverse student population and their belief that students, families, and the community are integral to a school's success.

We - members of the West Seattle community - ask you to support Summit Public Schools' charter application for a school in West Seattle.

Thank you.

<b>First Name</b>	<b>Last Name</b>	<b>ZIP Code</b>	<b>Organization</b>	<b>Why I support Summit's application for a new school in West Seattle</b>
Bonnie	Lathram	98116	Getting Smart	Big fan of Summit's schools in terms of personalization and commitment to student-centered learning. I live in West Seattle and am a former public school educator.
Maggie	O'Sullivan	98118	Rainier Prep	
Nick	Carson	98122	KIPP Foundation	
Zoe	Stemm-Calderon	98146		We need more innovative school models like Summits in our state, and as a West Seattle resident, I would LOVE to see my two daughters have the opportunity to attend a school like Summit.



April 28, 2015

Mr. Steve Sundquist, Chair  
& Members of the Commission  
Washington State Charter School Commission  
P.O. Box 40996  
Olympia, WA 98504-0996

Dear Chair Sundquist and Members of the Commission:

The Washington State Charter Schools Association (WA Charters) is an advocacy and professional membership organization that is working to grow a high-quality charter school sector in Washington – by advocating at the state and local level, developing local leadership, recruiting talented educators, and providing a broad range of resources for member schools. As a catalyst to improve academic outcomes for every student in Washington, we partner with communities to advocate and support the high-quality public charter schools that meet the needs of historically underserved students.

On behalf of WA Charters, I am writing to express my strong support for Summit Public Schools' charter application for a 6-12 school in West Seattle. Summit has a strong track record of success, and I am particularly pleased that this new school will create a personalized learning environment tailored to each student's goals and aspirations and offer students access to a world-class teaching faculty, where teachers care deeply about their students' success and come from the nation's top teacher preparation programs. I believe that a school that does this will enable more students in West Seattle to succeed in college and in life.

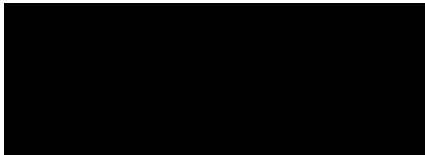
Summit's school in West Seattle will build on the success of the seven Summit schools operating in California and the two Summit schools set to open this fall in Seattle and Tacoma. WA Charters is confident in Summit Public Schools' Washington branch for its commitment to engaging in meaningful ways with families and other organizations in their surrounding communities, as well as their commitment to WA Charters' Strong Start programming.

All Summit schools prepare a truly diverse student body for success in college and to be thoughtful, contributing members of society. In each and every one of these schools, 100% of students graduate eligible to apply to a four-year college, regardless of their background or preparation level. An incredible 96% of Summit students are accepted to at least one four-year college, and Summit students are on track to graduate college at double the national average. This past year alone, Summit students were accepted into 184 colleges and universities, including 44 of the top 50 colleges and universities in the United States. I believe the families of West Seattle should have the option to send their children to a school that offers this kind of transformative education.

Given the strong track record of Summit Public Schools, and its commitment to build high-quality models in Washington that are responsive to the communities they will serve, I urge you to create additional educational options for the families of West Seattle by approving Summit Public Schools' charter application for a 6-12 school in West Seattle.

Thank you for your time and consideration.

Respectfully yours,



Thomas Franta  
CEO  
Washington State Charter Schools Association

May 12, 2015

To Whom It May Concern-

I wanted to take the time to express my interest and support in the possibility of Summit Public Schools coming to West Seattle. As a parent of a child that will be entering Middle School in 2016 (your slated opening date), I am hopeful that your school will be available as a potentially better match for our educational needs. Based on the research I have done and the conversations with your Chief Regional Officer, everything sounds really promising.

West Seattle is a thriving family oriented community that has been growing exponentially over the last several years, making our public school enrollment numbers shocking. Our family has been due diligent in researching alternative options for our boys in smaller, project based schools. Unfortunately there are not a lot of options. The idea of a new school coming in that has a successful educational model that has already been thriving in other locations is exciting. And personally I love the idea of being part of a new school and helping build its community from the ground up.

There are many of us that are excited about the possibility of Summit Public Schools coming to our local community. We hope that the application is successfully passed. As a Washington voter who was eager to see the Charter School initiative pass, I have high hopes for Summit Public Schools in general. Having one in our own community would be amazing.

Sincerely,

Felicia Hyllested





April 27, 2015

Mr. Steve Sundquist, Chair  
& Members of the Commission  
Washington State Charter School Commission  
P.O. Box 40996  
Olympia, WA 98504-0996

Dear Chair Sundquist and Members of the Commission:

I am writing to express my strong support for Summit Public Schools' charter application for a 6–12 school in West Seattle. Summit offers the ideal combination of a 12-year track record of success and an experienced, local educator and leader, Jen Davis Wickens. I am especially impressed with Summit's efforts to engage the West Seattle community.

Summit's school in West Seattle will build on the success of the seven Summit schools operating in California and the two Summit schools set to open this fall in Seattle and Tacoma. All of Summit's schools prepare a truly diverse student body for success in college and to be thoughtful, contributing members of society.

In each and every one of these schools, 100 percent of students graduate eligible to apply to a four-year college, regardless of their background or preparation level. An incredible 96 percent of Summit students are accepted to at least one four-year college, and Summit students are on track to graduate college at double the national average. Summit's flagship school is ranked among the top 100 best high schools in the nation. I believe the families of West Seattle should have the option to send their children to a school that offers this kind of transformative education.

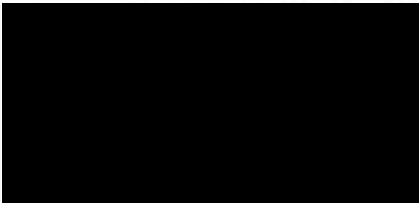
Furthermore, Summit is doing this in partnership with a deeply rooted local educator and leader—Jen Davis Wickens. Before joining Summit, Ms. Wickens previously consulted for school districts and charter schools across the nation, including Seattle Public Schools, where she led principal professional development. She has also served as the founding principal of Impact Academy, an Envision charter school in Hayward, California, as well as a teacher in Washington's Seattle and Highline communities.

Ms. Wickens brings a wealth of knowledge about charter schools and education in Washington state, and she has led extensive outreach across the Seattle-Tacoma region to ensure that families and community members are aware of the fantastic new options that Summit presents.

Under Ms. Wickens' leadership, Summit has engaged numerous community-based organizations and leaders, feeder schools, and families, successfully securing applications from families from twenty unique ZIP codes for the two Summit schools opening this fall. Based on the work that I have seen Summit doing in West Seattle to date, I am confident that Ms. Wickens and her team will engage diverse families representative of the West Seattle community for this new proposed school.

As a long-time resident of West Seattle, this new opportunity for students and families is long overdue. I know that parents are already excited about this new opportunity and looking forward to having an additional choice in their search for a good fit for their middle school aged children.

As the leader of an organization committed to high quality education for all children, I know that Summit is clearly aligned in service to this same vision.  
Thank you for your consideration.



Chris Korsmo  
CEO, League of Education Voters

March 17, 2015

Mr. Steve Sundquist, Chair  
& Members of the Commission  
Washington State Charter School Commission  
P.O. Box 40996  
Olympia, WA 98504-0996

Dear Chair Sundquist and Members of the Commission:

I am writing to express my strong support for Summit Public Schools' charter application for a 6-12 school in West Seattle. Summit offers the ideal combination of a 12-year track record of success and an experienced, local educator and leader, Jen Davis Wickens. I am especially impressed with Summit's efforts to engage the West Seattle community.

Summit's school in West Seattle will build on the success of the seven Summit schools operating in California and the two Summit schools set to open this fall in Seattle and Tacoma. All of Summit's schools prepare a truly diverse student body for success in college and to be thoughtful, contributing members of society. In each and every one of these schools, 100% of students graduate eligible to apply to a four-year college, regardless of their background or preparation level. An incredible 96% of Summit students are accepted to at least one four-year college, and Summit students are on track to graduate college at double the national average. Summit's flagship school is ranked amongst the top 100 best high schools in the nation. I believe the families of West Seattle should have the option to send their children to a school that offers this kind of transformative education.

Furthermore, Summit is doing this in partnership with a deeply rooted local educator and leader – Jen Davis Wickens. Before joining Summit, Ms. Wickens previously consulted for school districts and charter schools across the nation, including Seattle Public Schools where she led principal professional development. She has also served as the founding principal of Impact Academy, an Envision charter school in Hayward, California, as well as a teacher in Washington's Seattle and Highline communities.

Ms. Wickens brings a wealth of knowledge about charter schools and education in Washington State, and she has led extensive outreach across the Seattle-Tacoma region to ensure that families and community members are aware of the fantastic new options that Summit presents. Under Ms. Wickens' leadership, Summit has engaged numerous community-based organizations and leaders, feeder schools, and families, successfully securing applications from families from twenty unique ZIP codes for the two Summit schools opening this fall. Based on the work that I have seen Summit doing in West Seattle to-date, I am confident that

Ms. Wickens and her team will engage diverse families representative of the West Seattle community for this new proposed school.

I am supporting Summit in West Seattle for a variety of reasons. I was a public school educator for 8 years in the Highline School District. I have lived in West Seattle for over 10 years. I have two children who will be in Seattle Public Schools soon, and I have extensive experience working with at-risk youth that are part of South Seattle/South King County area. The Summit model personalizes learning for all students and has a proven track record of success in California. My current work at Getting Smart, an education advocacy firm located in Federal Way, is to influence policies nationally and help ensure that all students have the types of opportunities that Summit West Seattle will provide. I am a strong advocate for personalized learning environments where students are encouraged to do meaningful and real world work with supportive (and talented) staff members. I have also talked to many other parents in the West Seattle community who are excited about a charter school coming to our neighborhood.

Thank you for your consideration.

Sincerely,

Bonnie Lathram  
Project Manager and Contributing Author

# CharterBoardPartners

great boards for great schools

Wednesday, May 13, 2015

Dear Washington State Charter School Commission,

On behalf of Charter Board Partners, it is with great pleasure that I write this letter to give our full support for Summit Public Schools and Jen Wicken's leadership. We have been honored to work with Summit Public Schools in the development of their charter schools opening in Tacoma and Seattle, and we hope they are authorized for an additional school in West Seattle.

Charter Board Partners is a nonprofit working to build strong public charter school boards that ensure that schools and students succeed. Public charter schools are governed by independent boards, an unusual and innovative leadership structure for public education. Unfortunately, too often these boards don't have the know-how, people, or tools to govern effectively, support schools in providing an excellent education, and insist on results. CBP, launched in 2010, helps public charter schools fill these gaps. CBP works with over half of the 60+ public charter schools in Washington D.C., and has begun to expand to serve charter school boards in other states. Its first full expansion site is in Washington state, where CBP is working with the state's first charter school leaders and their boards to help ensure that the sector gets off to a strong start.

As Charter Board Partner's Executive Director of Washington state, I have worked with Summit Public Schools, and I am confident in their abilities and commitment to increasing the number of quality educational options for students in our state. In partnership with the Washington Charter School Association, Charter Board Partners will continue to provide recruitment support and board candidate training, as well as coaching and support to Summit's Executive Director. I admire Summit Public School's mission to prepare a diverse student population for success in a four-year college or university, and to be thoughtful, contributing members of society. I thus respectfully and strongly encourage you to grant a charter to Summit Public Schools.

Thank you for your time and consideration of my request.



Libuse Binder  
Executive Director, Washington State  
Charter Board Partners

May 11, 2015

Mr. Steve Sundquist, Chair  
& Members of the Commission  
Washington State Charter School Commission  
P.O. Box 40996  
Olympia, WA 98504-0996

Dear Chair Sundquist and Members of the Commission:

I am writing to express my strong support for Summit Public Schools' charter application for a 6-12 school in West Seattle. Summit offers the ideal combination of a 12-year track record of success and an experienced, local educator and leader, Jen Davis Wickens.

Summit's school in West Seattle will build on the success of the seven Summit schools operating in California and the two Summit schools set to open this fall in Seattle and Tacoma. All of Summit's schools prepare a truly diverse student body for success in college and to be thoughtful, contributing members of society. In each and every one of these schools, 100% of students graduate eligible to apply to a four-year college, regardless of their background or preparation level. An incredible 96% of Summit students are accepted to at least one four-year college, and Summit students are on track to graduate college at double the national average. Summit's flagship school is ranked amongst the top 100 best high schools in the nation. I believe the families of West Seattle should have the option to send their children to a school that offers this kind of transformative education.

Furthermore, Summit is doing this in partnership with a deeply rooted local educator and leader – Jen Davis Wickens. Before joining Summit, Ms. Wickens previously consulted for school districts and charter schools across the nation, including Seattle Public Schools where she led principal professional development. She has also served as the founding principal of Impact Academy, an Envision charter school in Hayward, California, as well as a teacher in Washington's Seattle and Highline communities.

Ms. Wickens brings a wealth of knowledge about charter schools and education in Washington State, and she has led extensive outreach across the Seattle-Tacoma region to ensure that families and community members are aware of the fantastic new options that Summit presents. Under Ms. Wickens' leadership, Summit has engaged numerous community-based organizations and leaders, feeder schools, and families, successfully securing applications from families from twenty unique ZIP codes for the two Summit schools opening this fall. Based on the work that I have seen Summit doing in West Seattle to-date, I am confident that Ms. Wickens and her team will engage diverse families representative of the West Seattle community for this new proposed school.

As an education systems professional who closely follows national and local education trends and has worked with districts across the region and nation, I am especially impressed with the Summit Schools model of personalized learning and its students' post-high school outcomes. As a resident of Seattle's nearby Beacon Hill, I would wholeheartedly welcome such a high-quality school close to home.

Thank you for your consideration.

Sincerely,

Jessica de Barros  
Education Systems Professional





RAINIER PREP  
605 SW 108th St  
Seattle, WA 98146

Choice, Challenge, and a Pathway to a College Degree

RAINIER PREP  
BOARD of  
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Andy Jassy  
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Lynn Engel  
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TRUSTEE

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TRUSTEE

Bob Kimball  
TRUSTEE

April 29, 2015

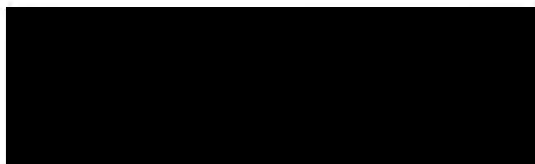
Dear Members of the Commission:

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Ms. Wickens brings a wealth of knowledge about charter schools and education in Washington State, and she has led extensive outreach across the Seattle-Tacoma region to ensure that families and community members are aware of the fantastic new options that Summit presents. Under Ms. Wickens' leadership, Summit has engaged numerous community-based organizations and leaders, feeder schools, and families, successfully securing applications from families from twenty unique ZIP codes for the two Summit schools opening this fall. Based on the work that I have seen Summit doing in West Seattle to-date, I am confident that Ms. Wickens and her team will engage diverse families' representative of the West Seattle community for this new proposed school.

The Rainier Prep team and I have been talking with hundreds of families and community members over the last two years. While we are located in Highline, we are near the border with Seattle and we have met many West Seattle families that are interested in this new option for their children. As a resident of Seattle and a career educator, I would like to strongly urge the commission to grant this charter application to Summit.



Rainier Prep



## Summit Public School: Seattle #2

### Attachment 11

Executive Director Job Description  
Biography for Greg Ponikvar, Executive Director  
Resume for Greg Ponikvar, Executive Director

## **Executive Director (*Sample Job Description*)**

**Description:** The successful candidates will be responsible for leading one of the most innovative charter schools in Washington.

They will become Executive Directors, maximizing support networks at each school that include Assistant Directors and administrative staff on site, with Summit expert partners in areas such as finance and compliance. They will be responsible for overseeing faculty, students & families through a strategic focus on instructional leadership, culture building and operational oversight.

**Duties:** The Executive Director will exceed expectations, establish effective initiatives and display logistical skill in fulfilling the following key duties:

- Articulates a vision, strategy and set of goals that align with the mission of Summit Public Schools.
- Leads a culture of high expectations for ALL and a relentless focus on college success.
- Ensures there is excellent instruction occurring every minute, every period, every day.
- Attracts, develops, and retains exceptional talent.
- Builds strong relationships with parents.
- Creates and maintains a balanced yet mission aligned budget.
- Attends regular principal meetings and collaborates actively with other colleagues.
- Develops meaningful relationships through deep and ongoing community outreach.
- Oversees school operations and ensures all aspects of the school are mission aligned.

**Qualifications:** We are actively seeking inspirational school leaders with a proven track record of success and a commitment to education reform.

Candidates must possess general project management skills, along with specific management and planning skills related to running an organization.

A Masters Degree (or above) in Education is preferred, as is experience leading a student-oriented organization.

3+ years as a teacher and/or school administrator, and team leadership skills, especially around the coaching and direct management of other professionals are also preferred but not required.

## Greg Ponikvar

After four years demonstrating strong leadership and culture-building skills as a teacher-leader at Everest Public High School, Greg Ponikvar was handpicked to be the Founder and Executive Director of the new Expeditions program for Summit Public Schools. Expeditions is known within Summit alternately as a "traveling school" and a "school within a school" that works to deliver high quality, engaging, student-centered instruction on real-world subjects and experiences for students at each of Summit's seven schools on a rotating basis. Over the past two years, Greg has built a successful Expeditions program through high level visioning of the mission and goals of Expeditions, hiring and developing skilled teachers, building a positive, collaborative faculty culture, managing the budget, working with parents, students, community organizations, and school site administrators, and collecting and using data on instructional effectiveness and student satisfaction. During Expeditions weeks, Greg and his teachers take over all instruction at a school and Greg becomes the effective principal responsible for all day-to-day operations, including working closely with students, teachers, and parents and handling discipline and emergencies.

As the current seven Summit schools are located throughout the Bay Area, Greg and his Expeditions team have the unique privilege of working in different settings with students from a variety of ethnic and cultural backgrounds. In the two Redwood City schools, the student body is largely composed of Latino and White students, while the schools in El Cerrito and Daly City serve a diverse mix with a large African American cohort, and the schools in San Jose contain a range of cultures with Latino, African American, and Asian students being predominant. Greg grew up in the highly diverse San Jose public school system himself, and is known and respected among students, parents, and colleagues for being a sensitive, respectful, and culturally competent leader who genuinely believes in each student and will work tirelessly to help each student succeed.

Prior to his role as Executive Director of Expeditions, Greg played an instrumental part in the creation of Summit Public Schools' second charter school, Everest Public High School. As the founding history teacher of a new charter school, Greg embraced the role of teacher-leader and led efforts to find creative solutions for routine and challenging student and administrative problems, develop new structures for after-school student support, create a school-wide camping trip and grade-level college trips, create a student government, and more. In addition, Greg was recruited by Stanford University to serve as a cooperating teacher for their renowned teacher education program and had the opportunity to mentor several new teachers in middle school and high school contexts.

Greg is a National Board Certified Teacher and holds a master's degree in education from Stanford University and a bachelor's degree in history and sociology from University of California, Santa Barbara. In addition, Greg has participated in Summit's internal leadership group, Leadership Fellows, and served on a WASC committee to observe and make recommendations to a large comprehensive high school in the local community.

# GREG PONIKVAR

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## SUMMARY

### EXECUTIVE DIRECTOR AND NATIONAL BOARD CERTIFIED TEACHER

Experienced and dedicated education leader blends academic knowledge of pedagogy, school culture, leadership, and management with successful real-world experience starting and running high performing schools and programs for diverse groups of students. Known for building positive adult and youth cultures, embodying a whatever-it-takes work ethic, and collaborating with a variety of stakeholders to create communities of learners where students, teachers, and families feel supported, encouraged, and enabled to thrive.

---

## EDUCATION

6/08-6/09

**Stanford University**, Stanford Teacher Education Program, Stanford, CA

- Master of Arts in Education and California Single Subject Teaching Credential in History/Social Science with additional authorization in English Language Arts.
- Specialty coursework included educational equity and democracy, language development for English learners, serving students with special needs, best practices for heterogeneous classrooms, and adolescent development.

7/03-6/07

**University of California, Santa Barbara**, Santa Barbara, CA

- Bachelor of Arts in History and Sociology; graduated with high honors.
- 

## EXPERIENCE

6/13-present

**Founding Executive Director of Expeditions**, Summit Public Schools, Redwood City, CA

- Created and now directs a full-time educational program of engaging electives, internships, and in-house college preparation that operates across seven middle and high schools across the Bay Area, serving ~ 2,000 students.
- Acts as full-time on-site Principal during Expeditions, involved in leading student and teacher culture, supporting instruction, and managing operations and discipline.
- Collaborates on the Summit Public Schools leadership team, helping set the vision and strategy for the organization and proposing/enacting new initiatives to help Summit schools become more effective.
- Leads and develops the Expeditions team including an assistant director, 12 teachers, 2 internship coordinators, and 15 partner teachers from community organizations to provide a high-quality Expeditions experience for every student.
- Evaluates and improves on the success of the program through systematic data use, student feedback, and on-going reflection.

3/13-present

**Instructional Coach**, Santa Cruz/Silicon Valley New Teacher Project, Santa Cruz, CA

- Supports new teachers in developing their practice with diverse groups of students through co-planning, observation, feedback, analyzing student data, and guided reflection.
- Supervises the progress of new teachers establishing their Professional Clear Credential.

6/12-6/13

**Mentor Teacher**, Stanford University, Stanford, CA

- Mentored three Stanford teacher candidates during the summer and full school year, including modeling and instructing in best teaching practices, engaging in reflection and assessment, and helping the student teachers learn to run an engaging, differentiated, high standards history classroom.

7/09-6/13

**Founding History Teacher**, Everest Public High School, Redwood City, CA

- Along with four co-founding teachers and one administrator, founded Everest Public High School, playing an essential leadership role in creating and maintaining school programs and culture through the school's first four years.

- Taught CA standards-based 11<sup>th</sup> grade AP United States History and 9<sup>th</sup> grade World Studies with diverse, untracked groups of students, utilizing principles of complex instruction and differentiation regularly.
  - Collaborated weekly with grade level teams for interdisciplinary planning and student support.
  - Mentored a group of 18 students, providing daily support with socio-emotional skills, organization, time management, teen issues, and the college application process.
- 6/08-6/09      **Student Teacher**, Fremont Union High School District/Santa Clara Unified School District, CA
- Co-taught and co-planned two heterogeneous high school World History courses and one middle school U.S. history course along with mentor teachers.
- 8/07-6/08      **Substitute K-12 Teacher**, Santa Barbara School District, Santa Barbara, CA
- Refined classroom management skills while delivering lesson plans across disciplines and grade levels.
- 7/07-6/08      **Writing Tutor**, Campus Learning Assistance Services, Santa Barbara, CA
- Assisted university students from all disciplines with writing skills at a drop-in writing lab.
- 1/07-8/07      **Teaching Assistant**, Isla Vista Youth Project, Santa Barbara, CA
- Facilitated learning and community building experiences for K-6 students during summer and after-school programs.
- 1/07-6/07      **AVID Tutor**, Santa Barbara School District, Santa Barbara, CA
- Conducted group tutorial sessions, led college information and application workshops, and provided homework assistance to students in middle and high school AVID classes.
- 7/06-12/06      **Education Policy Intern**, National Education Association, Washington, D.C.
- Conducted research relating to the effectiveness of the No Child Left Behind Act in increasing achievement of low-performing public schools in preparation for reauthorization hearings.
- 8/04-6/05      **Teaching Assistant**, UC Santa Barbara, Santa Barbara, CA
- Lectured and facilitated discussions in Critical Ethnography, an upper-division sociology course.
- 6/03-7/07      **Community Service Officer**, University of California Police Department, Santa Barbara, CA
- Co-managed sixty employees responsible for general campus security.
  - Taught a 60-hour field-training course for new employees that included basic first aid, radio proficiency, conflict management, emergency response protocol, and departmental procedures.

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## CONTINUING EDUCATION, SKILLS, AND RELATED ACTIVITIES

- National Boards Teaching Certification earned November 2013
- Visiting Committee Member, Western Association of Schools and Colleges, 2013-present
- Improvisation at Work: Tools to Build Better Classrooms, Stanford Continuing Studies, 2012
- Discussion in Humanities Classrooms, Stanford Summer Institute, 2011
- Leadership Coach, Global Glimpse student service trip to Nicaragua, 2010
- Emergency Medical Technician/Basic Skills Competency Award, 2005
- Conversational Spanish proficiency



## Summit Public School: Seattle #2

### Attachment 12

Start-Up and SPS Leadership Team Biographies

Chief Regional Officer Job Description

Assistant Director Job Description

Office Manager Job Description



# Start Up & Summit Public Schools Leadership Team Biographies

## **Chief Executive Officer, Summit Public Schools: Diane Tavenner**

Expertise: Curriculum, instruction, assessment, facilities, organization, governance, and administration

Education and Experience: Diane is Founder and CEO of Summit Public Schools (SPS), a leading charter management organization serving the Bay Area and Washington State. Summit currently operates nine schools serving 2,000 students. Employing a model that leverages technology, world-class teaching and a rigorous, college, career and life prep curriculum, Summit's graduates are completing four-year college degrees at twice the national average. She founded Summit's flagship school, Summit Preparatory Charter High School, in 2003, quickly earning the reputation as one of the best public high schools in the nation, according to national rankings by Newsweek and US News & World Report. Diane also serves as the Board Chair of the California Charter Schools Association (CCSA) Board of Directors and is a member of the Spring 2013 cohort of the Pahara-Aspen Education Fellowship. Prior to Summit, she spent ten years as a public school teacher, administrator and leader in traditional urban and suburban public schools throughout California. She holds a B.A. in Psychology and Sociology from the University of Southern California, a MA in Administration and Policy Analysis from Stanford University.

## **Chief Financial Officer, Summit Public Schools: Isabelle Parker**

Expertise: Finance, facilities, business management, organization and administration

Education and Experience: Isabelle joined Summit Prep in 2006 as its Chief Financial Officer and subsequently served on the founding team for the CMO, Everest Public High School and Summit Rainier, Summit Tahoma, Summit Denali, Summit Shasta, and Summit K2. She brings public and private sector business and management experience combined with school operations knowledge to her position. Prior to Summit, Isabelle worked for EdTec, a back office service provider to California charter schools and the Riekes Center for Human Enhancement, a youth mentoring organization. She is a coach for Woodside Vaulters, a female youth equestrian / gymnastics team and serves as the Education Chair of the US Equestrian Federation Vaulting High Performance Committee. Isabelle holds an MBA from Kellogg School of Management at Northwestern University and a BA in Economics and Psychology from Claremont McKenna College.

## **Chief Regional Officer, Summit Public Schools: Jen Davis Wickens**

Expertise: Curriculum, instruction, assessment, and administration

Education and Experience: Jen works in public education because she believes that all students have the potential to graduate from college, regardless of their backgrounds. She knows firsthand that excellent schools transform the trajectory of students' lives. Jen's experience as a teacher and leader in education is vast. Jen has consulted for charter schools throughout the country and for local districts, including Seattle Public Schools where she led principal professional development. She also served as Vice President of Teaching and Learning for Envision Schools where she coached principals and trained teachers. She was the Founding Principal of Impact Academy, an Envision charter high school in Hayward, CA that serves students who will be the first in their family to attend college. Prior to this, Jen was a teacher in Seattle Public Schools and Highline. She has a Master's degree in education from Seattle University and completed her administrative training through New Leaders for New Schools, a national, urban principal training program. Jen has a Bachelor of Arts from Willamette University. When she isn't building communities or

coaching educators to be their absolute best, Jen loves to spend time in Seattle with her husband and two daughters. Jen hopes her two daughters will attend a Summit high school someday.

**Chief Growth Officer, Summit Public Schools: Diego Arambula**

Expertise: Curriculum, instruction, assessment, facilities, organization, governance, administration, community engagement

Education and Experience: Diego joined Summit Prep as a social science teacher in 2005 and taught for six years. He left the classroom to help launch Summit's two East San Jose schools, becoming the founding Executive Director of Summit Rainier. Today, Diego leads Summit's growth into new communities. Prior to coming to Summit, Diego served as Communications Director for Congressman Cal Dooley, after serving as Deputy Campaign Manager. He holds a BA in Government, with honors from Harvard University and a MA in Education from Stanford University.

**Chief Academic Officer, Summit Public Schools: Adam Carter**

Expertise: Curriculum, instruction, assessment, and administration

Education and Experience: Adam joined Summit Prep in 2003 as its founding English teacher. After two years, he spent the next six years living and working in Indonesia and Argentina, where he taught a variety of courses, including AP and IB, served on school-wide governance committees, and served as head of several departments. Adam also founded and directed the Innovative Schools Program through Yayasan Emmanuel, an NGO working in the greater Jakarta area that serves thousands of West Javan students and hundreds of teachers, and continues to grow. Adam returned to Summit in 2011 to lead the organization's Academic and Professional Development teams. Prior to Summit, Adam was a high school English teacher in Mountain View, where he won the California Association for Advancement in Education's Outstanding New Teacher Award.

**Chief External Officer, Summit Public Schools: Mira Browne**

Expertise: Communications, Development, Community Engagement

Mira joined Summit in 2012 to lead the organization's Development & Communications team. Prior to Summit, Mira worked with Larson Communications, a firm focused on public education reform. Mira worked with public charter schools and education reform organizations nationwide to raise visibility around their tireless efforts to educate underserved students and eliminate the achievement gap. Through this work, Mira discovered a real passion, and joy, in helping to realize the promise of public education for all students. She brings a diverse background in nonprofit and government communications, having worked in the administration of Mayor Michael R. Bloomberg as the Deputy Director of Public Affairs for the New York City Department for the Aging and a nonprofit focused on civic and political engagement. Mira previously served on the Advisory Board for the Silicon Valley New Leaders Council, as well as the Equity Advisory Committee of the San Francisco Human Rights Commission. She holds a B.A from the George Washington University.

**Chief Information Officer, Summit Public Schools: Jon Deane**

Expertise: Curriculum, instruction, assessment, finance, and administration

In Jon's eight years with Summit, he has served in a variety of roles, including a math teacher and Chief Financial Officer for Summit Prep, as well as the founding Executive Director of Everest Public High School, Summit's second school. Jon is deeply committed to developing Summit Public Schools' next-generation model schools for all students, and to creating information systems that allow all of our stakeholders to better access information about our students and our schools. Jon received his BA in Economics from

Stanford University, and also received a Master's in Education from the Stanford Teacher Education Program. Prior to joining Summit Public Schools, Jon spent seven years as a CPA in the private sector.

**Chief Technology Officer, Summit Public Schools: Bryant Wong**

Expertise: Technology, operations, management and administration

Bryant joined Summit Prep in 2007 as the Director of Technology. He is deeply invested in building technology that is both cutting edge and closely aligned with both the needs of students and schools. Previously, he worked in management and support capacity at High Tech High, All Covered, Unlimited Fiber Optics, Sigma Networks, and Tomen Telecom. He holds a BS in Computer Information Systems from Golden Gate University and an MBA from the University of San Francisco.

**Director of Growth & Policy, Summit Public Schools: Kristen McCaw**

Expertise: Organization, strategic planning, governance, administration, assessment, special education

Education and Experience: Kristen helps Summit open new schools, focusing on growth strategy, securing charters, and creating a favorable political and policy environment for that growth. Previously, as Director of School Development at the California Charter Schools Association, Kristen provided strategic guidance to school leaders and board members as they designed new schools. She also led a college preparation program for students living in New York City public housing and oversaw special education and assessments at a charter school in Harlem. She has also conducted research on district policies, provided business development consultation to educational organizations, managed the implementation of systems designed to improve teacher and student performance, and served on a charter school board. Kristen holds a B.A. in Politics from New York University and an M.P.A. from the University of Southern California.

**Executive Director, Summit Seattle #2: Greg Ponikvar**

Biography included in **Attachment 11** per RFP instructions.

## Summit Public Schools – Chief Regional Officer for SPS Washington

Job Title	Chief Regional Officer for SPS Washington (CRO for SPS-WA)
Reports To (Enter Job Title)	Washington Board of Directors
Department	Leads the Washington Regional Office; concurrently participates in Summit's Executive Leadership Team (ELT)
Position Summary	<p>The CRO is responsible for spearheading Summit Public Schools' successful expansion into Washington State and overseeing the opening and management of four high schools and a Regional Office.</p> <p>Working in collaboration with the WA Board, CEO and ELT, and with the Growth Team as a strategic partner, the CRO will secure charters; hire and coach school leaders; hire and manage a Regional Office; build local community, political, and funder relationships; contribute to state-wide reform networks; and oversee growth opportunities in the region.</p> <p>The CRO will create and lead a small school network that builds a vision for the region aligned with Summit's goals, pursues academic excellence, and continuously improves - all through the strategic and creative use of limited resources.</p>
Education Preferred	Master's Degree or above in Education/Education Leadership
Experience Preferred	3+ years teaching, 5+ years school leadership, administration/management experience
License/Certification Required	Principal certification
Other Skills Required	Coaching school leaders, managing a cross-functional team, strategic planning, and collaborating with a range of executive leaders.
Other Skills Preferred	An extensive knowledge of school reform efforts - and the wider educational landscape - throughout Washington is highly preferred. Strong relationship building, political savvy, and fundraising skills are also preferred.
Supervisory Responsibilities (Provide position or job title)	<p>In part to be determined by CRO, but likely:</p> <ul style="list-style-type: none"> <li>School leaders (4)</li> </ul>

and number of each supervised. Do not use employee names.)	<ul style="list-style-type: none"> <li>• Technology (1)</li> <li>• Academics (3)</li> <li>• Operations/Facilities (1)</li> </ul>
Fiscal Responsibilities (Include budgeting, approval privileges on purchase orders, check requests, reporting and auditing functions.)	The CRO will need to partner closely with Summit's Chief Financial Officer and will be responsible for finances for the region – the four schools and the Regional Office.
Internal / External Contacts: List individuals with whom the incumbent will have contact. Indicate the type and frequency of contact (greeting visitors, negotiating contracts, answering questions).	<p>SPS ELT – participate as a full member of ELT in the decisions made and actions taken for the entire organization</p> <p>WA Regional Office and four school leaders – oversee and manage the Regional Office team on a day-to-day basis; hire, train and coach school leaders</p> <p>SPS Growth Team – act as a strategic partner to the Growth Team to successfully establish Summit's presence in WA and open four schools</p> <p>External partners – build and maintain external relationships with district and state education leaders, community leaders, political leaders, non-profit agencies and other community partners, talent pipelines, and funders. Leverage existing reform efforts to benefit both Summit Public Schools and local communities.</p>

**Proposed Job Duties**

**Description of job responsibility/duty:**

Recruit and hire school leaders, a Regional Office team, and teachers, in close partnership with the People Team at SPS

- Build partnerships with talent pipelines in the region
- Recruit and hire four highly effective school leaders
- Recruit and hire a high-functioning Regional Office team (~5 new hires initially)
- Partner with school leaders to recruit highly effective teachers

Train and coach four school leaders

- Train school leaders in the Summit model and all aspects of school leadership during their Year 0

- Provide ongoing coaching and mentorship to school leaders
- Lead Red Team (comprised of four school leaders) planning
- Coach school leaders on how to effectively run their own Leadership Teams
- Coach school leaders on teacher hiring and student recruitment

#### Manage a cross-functional Regional Office staff

- Oversee 5+ staff across a variety of functions: technology, academics, operations, facilities
- Develop an effective working relationship with all Regional Office staff that sets up the region for success
- Identify and promote professional development opportunities for Regional Office staff
- Coordinate interactions between Regional Office staff and Central Office staff at Summit
- Oversee necessary compliance for the region (e.g., SPED)

#### Partner with Growth Team and Dev/Comm team to open new schools

- Build relationships with school districts, school boards, and community partners
- Submit and secure charter petition
- Decide on district locations for schools
- Help secure start-up capital
- Partner with the Washington State Facilities Fund to locate, secure, and renovate suitable facilities

#### Partner strategically with other teams at SPS

- Attend all ELT meetings and collaborate actively with other members of the ELT
- Partner closely with Finance Team to create and maintain a balanced budget for the region
- Partner strategically with the People Team and Academics Team on innovative professional development
- Partner strategically with Growth Team to lead new growth opportunities in the region

#### Build ongoing community and political relationships in the region

- Cultivate strong relationships with:
  - District leaders where the schools are located
  - District leaders in potential future locations
  - State education agency
  - Community leaders and non-profit agencies
  - Other charter schools
  - Other partners (e.g., for talent, for Expeditions, for business services)

#### Fundraise locally

- Partner with Dev/Comm and Finance to raise the necessary ongoing funds to support the Washington Region
- Build strong relationships with local funders

Proactively build the culture of the WA Regional Office to be consistent with Summit's culture

- Partner strategically with the CEO and the People Team to build this culture
- Inspire team to foster continuous improvement, fostering a culture of innovation
- Model the use of collaborative relationships with other innovative educators across the region
- Work with ELT to develop a strategic vision for the WA region, and build buy-in for that vision inside and outside of the organization

Other

- Manage a Washington Board of Directors
- Advocate politically for favorable laws for charters



## **Assistant Director (*Sample Job Description*)**

**Description:** The Assistant Director of a Summit school is a co-leader with the Executive Director, jointly responsible for leading one of the most innovative charter schools in Washington.

The Assistant Director will support the Executive Director in site operations, instructional program, college readiness, student recruiting, professional development, parent organization, faculty culture, and student culture.

**Duties:** The Assistant Director will establish effective initiatives and display logistical skill in fulfilling the following key duties:

- Respond to urgent site-based needs including faculty support, front office support, student discipline, and facilities.
- Actively develop leadership competencies connected with the Leadership rubric.
- Support the school's culture of data, use of information systems, analysis of data, and plan for innovative integration of technology into academic and operations programs.
- The Executive Director of each school site will determine the exact split of lead/manage/support responsibilities, and the level of emphasis for each set of duties for individual Assistant Directors.

**Qualifications:** We are actively seeking ambitious school leaders with a track record of academic success and a commitment to education reform.

Candidates must possess general project management skills, along with specific management and planning skills related to running an organization.

A Masters Degree (or above) in Education is preferred, as is experience leading a student-oriented organization.

3+ years as a teacher and/or school administrator, and team leadership skills, especially around the coaching and direct management of other professionals are also preferred but not required.

Teaching experience within a Summit school, or extensive teaching experience outside of the organization, coaching teachers or in school administration is also highly preferred.

## Office Manager (*Sample Job Description*)

**Description:** Summit Public Schools have been very successful in creating a model for change in public education and have been improving the trajectory of students' lives for a decade. Summit Public Schools is now looking for an outstanding Office Manager to join our team and assist one of our Executive Directors with administrative responsibilities.

The new Office Manager will interact with students, families and our team throughout each day, playing a key role in the development of our school culture and strong vision. The Office Manager will also support the school administration and faculty, as the key player who ensures the smooth daily operations of, and acts as the public point of contact for, the school.

**Duties:** Specific responsibilities will include but are not limited to:

Supervising front desk and responding to all public inquiries regarding the school:  
Answering main phone line  
Responding to parent/student/public questions  
Coordinating distribution of laptops, headphones, chargers

Overseeing daily attendance tracking of students: -  
Logging student late entries / early dismissals  
Maintaining daily attendance reports & coordinating weekly attendance procedures  
Submitting monthly attendance procedures (district reports, submissions to authorizer, required state compliance reports and attendance tracking for annual audit)

Overseeing daily meal program -  
Supervising daily delivery of food  
Monitoring compliance of school breakfast/lunch programs to state/federal regulations & monitoring lunch servers  
Tracking data necessary for federal lunch requirements  
Collecting and depositing meal payments: sending invoices/Robocalls home; making personal phone calls to families with late balances

Assisting with school reporting requirements -  
Oversight of forms recordkeeping, processing, and follow-up  
Oversee distribution of transcripts and report cards  
Create ROBOfalls / ROBOfext to school community  
Supervise distribution of student work permits  
Organize student cumulative folders according to Summit policy

Monitoring and managing student behavior after regular school hours

Translation, both oral and written, for communication with parents and community  
Assist with ordering of state and federal standardized tests

Assist in recruitment and management of parent volunteers

Acting as the site Lead for Safety and Workplace issues -  
First Aider; First Responder; emergency Drill leader; Incident Recorder.

Managing office supply budget

Responding to student inquiries and requests: provide work permits and copies of transcripts

Assisting with recruitment of new students

**Qualifications:** Education Preferred: Bachelor's Degree

Skills Preferred: Spanish language fluency is strongly preferred

Other Skills Required:

A critical thinker with strong problem solving and project management skills, who is clearly able to -

- Work in a fast-paced environment and maintain a professional demeanor in challenging situations. Work comfortably with spreadsheets, google documents and other simple data tools
- Display a high degree of professionalism, tact, initiative, & diplomacy and be able to manage confidential & sensitive information with discretion.
- Act in a professional & even-tempered manner, and be able to comfortably interact with youth & families

Additionally, the successful candidate will also have:

- A proven track record of working effectively with students and adults
- Demonstrated desire to help all students be successful in college
- Strong attention to detail
- Excellent written and spoken communication skills
- Self-motivation and problem-solving skills
- A great sense of humor
- Show a passion for education reform

NB: Employment offer and continuation is contingent upon obtaining the Food Manager's Certification within 30 days of hire. Certificate must be active throughout employment.



## Summit Public School: Seattle #2

### Attachment 13

Articles of Incorporation

Proof of Tax Exempt Status

Statement of Assurances and Contract Exceptions

Proposed Bylaws

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

**SUMMIT PUBLIC SCHOOLS WASHINGTON**

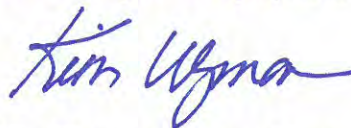
a/an WA Non-Profit Corporation. Charter documents are effective on the date indicated below.

Date: 11/15/2013

UBI Number: 603-349-353



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



Kim Wyman, Secretary of State

Date Issued: 11/15/2013



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FILED

NOV 15 2013

WA SECRETARY OF STATE

**ARTICLES OF INCORPORATION  
OF**

**SUMMIT PUBLIC SCHOOLS WASHINGTON**

The undersigned, in order to form a nonprofit corporation under the Washington Nonprofit Corporation Act, Chapter 24.03 of the Revised Code of Washington, hereby executes the following Articles of Incorporation:

**ARTICLE 1. NAME**

The name of the corporation is Summit Public Schools Washington.

**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, or in the corporation's Articles of Incorporation or 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 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 of Incorporation, to any other organization that then qualifies for exemption under the provisions of Code Section 501(c)(3). Any such assets not so disposed of shall be disposed of by the Superior Court of King County, Washington, exclusively for a Code Section 501(c)(3) purpose or purposes similar to those set forth in Section 3.1 of these Articles of Incorporation, or to such organization or organizations, as said court shall determine, that are organized and operated for similar Code Section 501(c)(3) purposes.

#### **3.3.3 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 of Incorporation, the corporation shall not conduct or carry on activities not permitted to be conducted or carried on by an organization exempt from federal income tax under 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 of Incorporation, or by the Bylaws of the corporation, the corporation shall have the authority to (a) engage in any and all such activities as are incidental or conducive to the attainment of the purposes of the corporation set forth in Section 3.1 of these Articles of Incorporation and (b) exercise any and all powers authorized or permitted under any laws that are now, or hereafter may be, applicable or available to the corporation.

## **ARTICLE 4. DIRECTORS**

### **4.1 Number**

The number of Directors of the corporation shall be determined in the manner provided by the Bylaws of the corporation and may be increased or decreased from time to time in the manner provided therein.

### **4.2 Initial Director(s)**

The number of Directors constituting the initial Board of Directors shall be 1. The name and address of the person who is to serve as the initial Director is as follows:

Jimmy Zungia



## ARTICLE 5. MEMBERS

The corporation shall have one member. The member shall be Summit Public Schools, a California nonprofit public benefit corporation.

## ARTICLE 6. LIMITATION OF DIRECTOR LIABILITY

To the full extent that the Washington Nonprofit Corporation Act (as it exists on the date hereof or as it may hereafter be amended) permits the limitation or elimination of the liability of Directors, a Director of the corporation shall not be liable to the corporation or its members, if any, for monetary damages for conduct as a Director. Any amendments to or repeal of this Article 6 shall not adversely affect any right or protection of a Director of the corporation for or with respect to any acts or omissions of such Director occurring prior to such amendment or repeal. If the Washington Nonprofit Corporation Act is amended in the future to authorize corporate action further eliminating or limiting personal liability of directors, then the liability of a director for the corporation shall be eliminated or limited to the full extent permitted by the Washington Nonprofit Corporation Act, as so amended, without any requirement of further action by the corporation.

## ARTICLE 7. INDEMNIFICATION

### 7.1 Right to Indemnification

The corporation shall indemnify and hold harmless, to the fullest extent permitted by applicable law as it presently exists or may hereafter be amended, any person who was or is made or is threatened to be made a party or is otherwise involved in any action, suit or proceeding, whether civil, criminal, administrative or investigative (a "*Proceeding*"), by reason of the fact that such person, or a person for whom such person is the legal representative, is or was a Director or officer of the corporation or, while a Director or officer of the corporation, is or was serving at the request of the corporation as a Director, officer, partner, trustee, employee or agent of another corporation, or of a foundation, partnership, joint venture, limited liability company, trust, enterprise or other nonprofit entity, including service with respect to employee benefit plans (each such other entity, "*Another Enterprise*") (such person, an "*Indemnified Person*"), against all liability and loss suffered and expenses (including attorneys' fees) actually and reasonably incurred by such Indemnified Person in connection with such Proceeding. Notwithstanding the preceding sentence, except as otherwise provided in Section 7.4 of this Article 7, the corporation shall be required to indemnify an Indemnified Person in connection with a Proceeding (or part of such Proceeding) commenced by such Indemnified Person only if

the commencement of such Proceeding (or part of such Proceeding) by the Indemnified Person was authorized in advance by the Board of Directors.

## **7.2 Restrictions on Indemnification**

The corporation may not indemnify any Indemnified Person for: (a) acts or omissions of the Indemnified Person finally adjudged to be intentional misconduct or a knowing violation of law; (b) conduct of the Indemnified Person finally adjudged to be in violation of violation of Section 24.03.043 of the Washington Nonprofit Corporation Act in reference to Section 23B.08.310 of the Washington Business Corporation Act; or (c) any transaction with respect to which it was finally adjudged that such Indemnified Person personally received a benefit in money, property or services to which the Indemnified Person was not legally entitled or if the corporation is otherwise prohibited by applicable law from paying such indemnification; provided, however, that if Section 23B.08.560 or any successor provision of the Washington Business Corporation Act is hereafter amended, the restrictions on indemnification set forth in this Section 7.2 shall be as set forth in such amended statutory provision.

## **7.3 Expenses Payable in Advance**

The corporation shall pay the reasonable expenses (including attorneys' fees) incurred by an Indemnified Person in defending any Proceeding in advance of such Proceeding's final disposition (such expenses, "*Advanced Expenses*"), provided, however, that, to the extent required by law, such payment of Advanced Expenses in advance of the final disposition of the Proceeding shall be made only upon receipt of an undertaking by the Indemnified Person to repay all Advanced Expenses if it should be ultimately determined that the Indemnified Person is not entitled to be indemnified under this Article 7 or otherwise. Notwithstanding any of the foregoing in this Section 7.3, the corporation shall not be required to pay any Advanced Expenses to a person against whom the corporation directly brings a claim alleging that the corporation is not required to indemnify such person under Section 7.2 of this Article 7.

## **7.4 Written Statement Required and Right of Indemnified Person to Bring Suit**

An Indemnified Person seeking indemnification pursuant to Section 7.1 or Advanced Expenses pursuant to Section 7.3 must first submit to the Board a sworn statement requesting indemnification or Advanced Expenses, as the case may be, and reasonable evidence of all such amounts requested by such Indemnified Person (such statement, a "*Claim*"). If (a) a Claim pursuant to Section 7.1 above is not paid in full by the corporation within 60 days after such Claim has been received by the corporation, or (b) a Claim pursuant to Section 7.3 above is not paid in full by the corporation within 30 days after such Claim has been received by the corporation, then the Indemnified Person may at any time after the expiration of the applicable period bring suit against the

corporation to recover the unpaid amount of such Claim. If an Indemnified Person succeeds in whole or in part in any such suit or in a suit brought by the corporation to recover Advanced Expenses pursuant to the terms of an undertaking, then such Indemnified Person is also entitled to receive reimbursement from the corporation for the expense of prosecuting or defending such suit. The Indemnified Person shall be presumed to be entitled to indemnification under this Article 7 upon submission of a Claim (and, in an action brought to enforce a Claim for Advanced Expenses, where the required undertaking has been delivered to the corporation), and, thereafter, the corporation shall have the burden of proof to overcome the presumption that the Indemnified Person is so entitled.

#### **7.5 Procedures Exclusive**

Pursuant to Section 24.03.043 of the Washington Nonprofit Corporation Act in reference to Section 23B.08.560(2) or any successor provision of the Washington Business Corporation Act, the procedures for indemnification and Advanced Expenses set forth in this Article 7 are in lieu of the procedures required by Section 23B.08.550 or any successor provision of the Washington Business Corporation Act.

#### **7.6 Nonexclusivity of Rights**

The right to indemnification and Advanced Expenses conferred by this Article 7 shall not be exclusive of any other right that any person may have or hereafter acquire under (a) any statute, (b) provision of these Articles of Incorporation, (c) the Bylaws of the corporation, (d) by general or specific action of the Board of Directors, (e) by contract or (f) otherwise.

#### **7.7 Insurance, Contracts and Funding**

The corporation may maintain insurance, at its expense, to protect itself and any Director, officer, partner, trustee, employee or agent of the corporation or Another Enterprise against any expense, liability or loss, whether or not the corporation would have the power to indemnify such person against such expense, liability or loss under the Washington Business Corporation Act. The corporation may enter into contracts with any Director, officer, partner, trustee, employee or agent of the corporation in furtherance of the provisions of this Article 7 and may create a trust fund, grant a security interest or use other means (including, without limitation, a letter of credit) to ensure the payment of such amounts as may be necessary to effect indemnification and Advanced Expenses as provided in this Article 7.

#### **7.8 Indemnification of Employees and Agents of the corporation**

The corporation may, by action of the Board of Directors, grant rights to indemnification and advancement of expenses to employees and agents or any class or



group of employees and agents of the corporation (a) with the same scope and effect as the provisions of this Article 7 with respect to the indemnification and Advanced Expenses of Directors and officers of the corporation, (b) pursuant to rights granted under, or provided by, the Washington Business Corporation Act, or (c) as are otherwise consistent with law.

#### **7.9 Persons Serving Other Entities**

Any person who, while a Director or officer of the corporation, is or was serving (a) as a Director or officer of another foreign or domestic corporation of which a majority of the shares entitled to vote in the election of its Directors is held by the corporation or (b) as a partner, trustee or otherwise in an executive or management capacity in a partnership, joint venture, trust or other enterprise of which the corporation or a wholly owned subsidiary of the corporation is a general partner or has a majority ownership shall be deemed to be (i) so serving at the request of the corporation and (ii) entitled to indemnification and Advanced Expenses under this Section 7.

### **ARTICLE 8. REGISTERED OFFICE AND REGISTERED AGENT**

The address of the initial registered office of the corporation is 2560 5<sup>th</sup> Ave. W., Seattle, WA 98119, and the name of its initial registered agent at such address is Langfeldt Law, PLLC.

### **ARTICLE 9. AMENDMENT TO ARTICLES OF INCORPORATION**

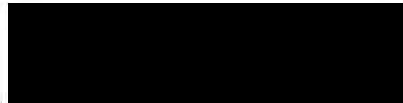
The corporation reserves the right to amend or repeal any of the provisions contained in these Articles of Incorporation in any manner now or hereafter permitted by law.

**ARTICLE 10. INCORPORATOR**

The name and address of the incorporator of the corporation are as follows:

Monica Langfeldt  
Langfeldt Law, PLLC  
2560 5<sup>th</sup> Ave. W  
Seattle, WA 98119

DATED: Nov. 15, 2013



\_\_\_\_\_  
Monica Langfeldt, Incorporator

**CONSENT TO APPOINTMENT AS REGISTERED AGENT**

I, Langfeldt Law, PLLC, hereby consent to serve as registered agent in the State of Washington for the following corporation: Summit Public Schools Washington. I understand that as agent for the corporation, it will be my responsibility to accept Service of Process in the name of the corporation, to forward all mail and license renewals to the appropriate officer(s) of the corporation, and to immediately notify the Office of the Secretary of State of my resignation or of any changes in the address of the registered office of the corporation for which I am agent.

Dated: November 14, 2013.

  
\_\_\_\_\_  
(Signature)    J)

Langfeldt Law, PLLC  
\_\_\_\_\_  
(Type or print name of agent)

2560 5<sup>th</sup> Ave W.  
\_\_\_\_\_  
(Street address of registered office)

Seattle, WA 98119  
\_\_\_\_\_  
(City, state and zip code)





# SOS

Office of the Secretary of State

Corporations & Charities Division

James M. Dolliver Building  
801 Capitol Way South • PO Box 40234  
Olympia, WA 98504-0234  
Tel: 360.725.0377  
[www.sos.wa.gov/corps](http://www.sos.wa.gov/corps)

### Congratulations:

You have completed the initial filing to create a new business entity. **The next step in opening your new business is to complete a Business License Application.** You may have completed this step already. The Business License Application can be completed online or downloaded at: <http://www.bls.dor.wa.gov>.

If you have any questions about the Business License Application, or would like a Business License Application package mailed to you, please call Business License Services at 1-800-451-7985.

LANGFELDT LAW PLLC  
2560 5TH AVE W  
SEATTLE, WA 98119

### IMPORTANT

You have completed the initial filing to create a new entity. To keep your filing status active and avoid administrative dissolution, you must:

1. **File an Annual Report** and pay the annual license fee each year before the anniversary of the filing date for the entity. A notice to file your annual report will be sent to your registered agent. It is the corporation or LLC's responsibility to file the report even if no notice is received.
2. **Maintain a Registered Agent** and registered office in this state. You must notify the Corporations Division if there are any changes in your registered agent, agent's address, or registered office address. Failure to notify the Corporations Division of changes will result in misrouted mail, and possibly administrative dissolution.

If you have questions about report and registered agent requirements, please contact the Corporations Division at 360-725-0377 or visit our website at: <http://www.sos.wa.gov/corps>.

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **MAY 28 2014**

SUMMIT PUBLIC SCHOOLS WASHINGTON  
210 S HUDSON ST  
SEATTLE, WA 98134

Employer Identification Number:  
46-4118400  
DLN:  
17053326401043  
Contact Person:  
CUSTOMER SERVICE ID# 31954  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
June 30  
Public Charity Status:  
170(b)(1)(A)(vi)  
Form 990 Required:  
Yes  
Effective Date of Exemption:  
November 15, 2013  
Contribution Deductibility:  
Yes  
Addendum Applies:  
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Director, Exempt Organizations

Enclosure: Publication 4221-PC

# STATEMENT OF ASSURANCES

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This Statement of Assurances must be signed by a duly authorized representative of the charter school applicant and submitted with the application for a charter school.

As the duly authorized representative of the applicant group (the school), I hereby certify under the penalty of perjury that all information and statements submitted for or on behalf of **Summit Public School: Seattle #2** are accurate and true to the best of my knowledge and belief; and further, I certify and assure that, if awarded a charter:

- 1.** The School shall have a fully independent governing board that will exercise autonomy in all matters, to the extent authorized by chapter 28A.710 RCW, in such areas as budget, personnel and educational programs;
  - 2.** The School is either a public benefit nonprofit corporation as defined in RCW 24.03.490, or a nonprofit corporation as defined in RCW 24.03.005 that has applied for tax exempt status under section 501(c)(3) of the internal revenue code of 1986 (26 U.S.C. Sec. 501(c)(3)), shall not be a sectarian or religious organization, shall meet all of the requirements for a public benefit nonprofit corporation before receiving any funding under RCW 28A.710.220, shall be governed by an independent governing board, and shall be operated according to the terms of a charter contract executed with 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;
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- e. Compliance with the No Child Left Behind Act, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option and assessments;
  - f. Compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681);
  - g. Compliance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); and Compliance with Title II of the Americans With Disabilities Act of 1990 (42 U.S.C. § 12101).
4. The School shall hire, manage, and discharge any charter school employee in accordance with the terms of Chapter 28A.710 RCW and the school's charter contract;
  5. The School shall receive and disburse funds solely in accordance with the purposes of the charter school;
  6. To the extent it enters into contracts with any school district, educational service district, or other public or private entity for the provision of real property, equipment, goods, supplies, and services, including educational instructional services and including for the management and operation of the charter school, the School shall do so to the same extent as other non-charter public schools, as long as the School's board maintains oversight authority over the charter school;
  7. The School shall not enter into any contracts for management operation of the charter school except with nonprofit organizations;
  8. To the extent it enters into contracts with other entities regarding real property, the School shall include provisions regarding the disposition of the property if the charter school fails to open as planned or closes, or if the charter contract is revoked or not renewed;
  9. To the extent it issues secured and unsecured debt, including pledging, assigning, or encumbering its assets to be used as collateral for loans or extensions of credit to manage cash flow, improve operations, or finance the acquisition of real property or equipment, the School shall not pledge, assign, or encumber any public funds received or to be received pursuant to RCW 28A.710.220;
  10. The School shall ensure that no debt incurred by the School is a general, special, or moral obligation of the state or any other political subdivision or agency of the state;
  11. The School shall not pledge either the full faith and credit or the taxing power of the state or any political subdivision or agency of the state for the payment of the debt;
  12. To the extent it solicits, accepts, and administers for the benefit of the charter school and its
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students, gifts, grants, and donations from individuals or public or private entities, the School shall not solicit, accept, and administer any such gifts, grants or donations from sectarian or religious organizations and shall not accept any gifts or donations the conditions of which violate Chapter 28A.710 RCW or any other state laws;

**13.** The School shall issue diplomas to students who meet state high school graduation requirements established under RCW 28A.230.090 even though the charter school board may establish additional graduation requirements;

**14.** The School shall not levy taxes or issue tax-backed bonds and shall not acquire or attempt to acquire property by eminent domain;

**15.** The School shall operate according to the terms of its charter contract and the provisions of Chapter 28A.710 RCW;

**16.** The School shall comply with local, state, and federal health, safety, parents' rights, civil rights, and nondiscrimination laws applicable to school districts and to the same extent as school districts, including but not limited to chapter 28A.642 RCW (discrimination prohibition), chapter 28A.640 RCW (sexual equality), RCW 28A.605.030 (student education records, RCW 28A.320.125 (safe school plans), and chapter 28A.210 RCW (health and screening requirements);

**17.** The School shall provide basic education, as provided in RCW 28A.150.210, including instruction in the essential academic learning requirements and shall participate in the statewide student assessment system as developed under RCW 28A.655.070 and in accordance with the requirements of chapter 28A.710 RCW;

**18.** The School shall employ certificated instructional staff as required in RCW 28A.410.025, provided that the Schools may hire noncertificated instructional staff of unusual competence and in exceptional cases as specified in RCW 28A.150.203(7);

**19.** The School shall comply with the employee record check requirements in RCW 28A.400.303;

**20.** The School shall adhere to generally accepted accounting principles and be subject to financial examinations and audits as determined by the state auditor, including annual audits for legal and fiscal compliance;

**21.** The School shall comply with the annual performance report under RCW 28A.655.110;

**22.** The School shall be subject to the performance improvement goals adopted by the state board of education under RCW 28A.305.130;

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- 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 the School is a conversion charter school, it shall provide sufficient capacity to enroll all students who wish to remain enrolled in the school after its conversion to a charter school, and may not displace students enrolled before the chartering process;
  - 31.** If capacity is insufficient to enroll all students who apply to the charter school, the School must select students through a lottery to ensure fairness, however, the School must give an enrollment preference to siblings of already enrolled students;
  - 32.** The School's Board shall annually determine the capacity of the School in consultation with the Commission and with consideration of the School's ability to facilitate the academic success of its students, achieve the objectives specified in the charter contract, and assure that its student enrollment does not exceed the capacity of its facility;
  - 33.** The School shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to its facilities and property;
  - 34.** The School has disclosed any real, potential or perceived conflicts of interest that could impact
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the approval or operation of the School;

**35.** The School shall, within ninety days of approval of its charter application, execute a charter contract with the Commission, containing the terms set forth by the Commission and the terms required by Chapter 28A.710 RCW and Chapters 108-10, 108-20 and 108-30 WAC, as well as future rules adopted by the Commission;

**36.** The School shall meet any reasonable preopening requirements or conditions imposed by the Commission, including but not limited to requirements or conditions to monitor the start-up progress of the School and to ensure that the School is prepared to open smoothly on the date agreed, and to ensure that the School meets all building, health, safety, insurance, and other legal requirements for school opening;

**37.** The School shall comply with, and fully participate in, any activity by the Commission that the Commission deems necessary for it to monitor, engage in oversight, and/or engage in corrective action pursuant to RCW 28A.710.180;

**38.** The School shall comply with any corrective actions or sanctions imposed upon it by the Commission pursuant to Chapter 28A.710 RCW;

**39.** The School shall comply with all renewal and nonrenewal actions required of it by the Commission or by law, including but not limited to the requirements imposed by RCW 28A.710.190 and .200;

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

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

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

**43.** If a new charter school, the School shall not seek or be eligible for local levy moneys approved by the voters unless expressly authorized by law;

**44.** If a conversation charter school, the School shall be responsible for routine maintenance of the facility it is using including, but not limited to, cleaning, painting, gardening, and landscaping;

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

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

**47.** The School's governing body has adopted a resolution or motion that authorizes the submission of the School's Charter School Application, including all understandings and assurances contained herein, directing and authorizing the School's designated representative to act in connection with the application and to provide such additional information as may be required by the Commission;

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

**49.** The School understands that the Commission will not reimburse the School for any costs incurred in the preparation of this application. All applications and associated materials become the property of the Commission, and the School claims no proprietary right to the ideas, writings, items, or samples, unless so stated in the application.

**50.** The School agrees that submission of the application constitutes acceptance of the solicitation contents and the attached sample contract. If there are any exceptions to these terms, the School has described those exceptions in detail on a page attached to this document. The School understands that the Commission is not bound by any of the changes that the School has proposed to the sample contract and that if our application is approved the specific terms and provisions of the contract will be negotiated.

**51.** The School grants the Commission, or its representatives, the right to contact references and others, who may have pertinent information regarding the ability of the School, its board members, proposed management and lead staff to perform the services contemplated by this RFP.

**52.** The School grants the Commission, or its representatives, the right to conduct criminal background checks as part of the evaluation process. Signed consent forms from each of the impacted individuals are attached.

**53.** The School is submitting proposed Contract exceptions or changes: Yes  No  If Contract exceptions are being submitted, the School has attached them to this form.

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

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

**Summit Public School: Seattle #2**

NAME OF SCHOOL



5/14/15

SIGNATURE OF DULY AUTHORIZED REPRESENTATIVE

DATE

**Jen Davis Wickens**

NAME OF DULY AUTHORIZED REPRESENTATIVE

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May 14, 2015

Mr. Steve Sundquist, Chair  
& Members of the Commission  
Washington State Charter School Commission  
P.O. Box 40996  
Olympia, WA 98504-0996

**RE: Sample Charter School Contract Exceptions**

Dear Chair Sundquist and Members of the Commission:

On behalf of Summit Public Schools Washington ("SPS WA"), an applicant for Summit Public School: Seattle #2, I am writing to indicate exceptions that SPS WA has with the Washington State Charter Schools Commission's (the "Commission") Sample Charter School Contract (the "Contract").

SPS WA wishes for the Contract negotiation process to be efficient and productive, and we appreciate the changes that have already been made in the Contract based on the feedback provided by SPS WA and other area charter schools. We especially recognize the time, effort, and communicative approach of Commission Staff and Members of the Commission throughout these discussions.

We are in conversations with Mr. Halsey about potential changes we would like to see in the contract. They are listed in the subsequent pages.

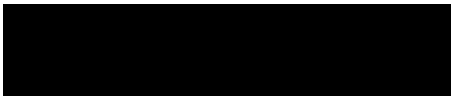
SPS WA has partnered with organizations that have, combined, several decades of experience operating successful charter schools in other states. The exceptions, therefore, are based on experience in charter school contract negotiations.

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The exceptions listed herein are not an exhaustive list, and SPS WA reserves the right to negotiate additional changes to the Contract.

We look forward to continued discussions of the content of the Contract and to arriving at a mutually satisfactory agreement.

Sincerely,



Jen Davis Wickens  
Chief Regional Officer  
Summit Public Schools

The exceptions listed below are not an exhaustive list, and the School reserves the right to negotiate additional changes to the Contract.

**4.6 Change in Status or Governance Documents.** The Applicant shall not alter its legal status, restructure or reorganize without ~~first obtaining written authorization from~~ notifying the Commission... any change in the Bylaws that impacts a material term of this Contract requires ~~written authorization from~~ notification to the Commission.

- *Revision:* See proposed revisions in underlined and strikethrough text.
- Require *notification* to Commission of changes to legal status instead of *written authorization* from Commission.

**5.17 Contracting for Services.** Within five days of the execution of any contract in which the School has agreed to pay ~~\$10,000~~ \$50,000 or more, in one sum or aggregate, the School shall forward a copy of such contract to the Commission. All contracts shall be available for Commission review upon request.

- *Revision:* See proposed revisions in underlined and strikethrough text.

**9.15.2c Annual Budgets.** ... The budget shall... [b]e presented in a format that itemizes expenditures of the School by fund and by pupil...

- Requirement that budgets be presented in a format that itemizes expenditures of the School by fund and by pupil seems overly burdensome.

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

- *Addition:* See proposed additions in underlined text.
- The Accounting Manual and ABRF Handbook together total more than 1,000 pages. Requiring compliance with these documents in their entirety seems to conflict with intent of charter law to "free teachers and principals from burdensome regulations" (RCW 28A.710.005(1)(g)) and to give charter schools "flexibility to set ... budgets" (see RCW 28A.710.005(1)(n)(viii)).

**11.4 Background Checks.** The School will obtain and retain copies of fingerprint and background checks through the Washington state patrol criminal identification system under RCW 43.43.830 through 43.43.834, 10.97.030, and 10.97.050, and through the federal bureau of investigation before hiring an employee who will have regularly scheduled unsupervised access to children or allowing contractors, ~~volunteers~~; and board members on school premises unaccompanied when students are present. This shall be an ongoing requirement; background checks will be renewed every two years to determine whether conduct has occurred post-employment. The School will also comply with the employee record check requirements in RCW 28A.400.303, and associated rules....

- *Addition:* See proposed additions in underlined text.
- Revise to mirror RCW 28A.400.303 (Record checks for employees).
- Add requirement for volunteers to require a WSP WATCH background check.

**15.5 Dissolution.** Upon termination of this Contract for any reason by the School, upon expiration of the Contract, or if the School should cease operations or otherwise dissolve, the Commission may supervise the winding up of the business and other affairs of the School...

- *Addition:* Consider revising to address applicability of this provision to a multi-school operator that is ceasing operation of one school but will continue to operate others.

**Pre-Opening Condition.** Provide evidence that students representing ~~90%~~ 75% of the projected fall membership have enrolled, including name, address, grade and prior school attended.

- *Revision:* See proposed revision in underlined and strikethrough text.
-

## **Bylaws**

The following bylaws with redlined changes will be proposed for approval at the June 11, 2015 joint meeting of the Summit and WA Boards.

**BYLAWS  
OF  
SUMMIT PUBLIC SCHOOLS WASHINGTON**

(A Washington Nonprofit Corporation)

**ARTICLE I  
NAME**

Section 1. NAME. The name of this corporation is Summit Public Schools Washington (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 Member shall from time to time designate. The Member may change the location of the principal office. Any such change of location must be noted by the Secretary on these Bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Member 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**

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 power that do not further the purposes of the Corporation.

The Corporation shall not carry on 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, 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 Internal Revenue 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.

**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 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. 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 director or officer of the Corporation. On liquidation or dissolution, 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 and that has established its exempt status under Internal Revenue Code section 501(c)(3).

## **ARTICLE VI MEMBERSHIP**

Section 1. SOLE MEMBER. Unless and until these Bylaws are amended to provide otherwise, Summit Public Schools, a California nonprofit public benefit corporation, shall be the sole Member of this Corporation (the “Member”) as the term “member” is defined in RCW 24.03.065. The membership of the Member in the Corporation is not transferable.

Section 2. ASSOCIATES. Nothing in this Article VI shall be construed as limiting the right of the Corporation to refer to persons associated with it as “members” even though such persons are not members of the Corporation, and no such reference shall make anyone a member within the meaning of RCW 24.03.065, including honorary or donor members. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote. The Corporation may confer by amendment of its Articles of Incorporation or these Bylaws some or all of the rights of a member, as set forth in the Washington Nonprofit Corporation Act, upon any person who does not have the right to vote for the election of directors, on a disposition of substantially all of the Corporation’s assets, on the merger or dissolution of it, or on changes to its Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of RCW 24.03.065. The Board may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the Corporation.

Section 3. RIGHTS OF MEMBER. The Member (as defined in RCW 24.03.065) shall have the right, as set forth in these Bylaws, to elect or appoint members of the Board of Directors, to

select (jointly, with the Board of Directors) the Corporation's Chief Regional Officer (who ultimately reports to the Board of Directors), to remove members of the Board of Directors, to vote on the disposition of all or substantially all of the Corporation's assets, to vote on any merger and its principal terms and any amendment of those terms, and to vote on any election to dissolve the Corporation, and as otherwise required under the Washington Nonprofit Corporation Act and/or set forth in these Bylaws.

## **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 of the Articles of Incorporation or 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 of Directors ("Board"). The Board may delegate the management of the Corporation's activities to any person(s), 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 Section 1 of these Bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the Articles of Incorporation, 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 corporate 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 Twenty five Thousand Dollars (\$25,000).
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. **DESIGNATED DIRECTORS AND TERMS.** The number of directors shall be no less than three (3) and no more than nine (9), unless changed by amendments to these Bylaws. All directors shall be designated by the Member. The Board of Directors shall consist of at least three (3) directors unless changed by amendment to these Bylaws.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these Bylaws for three (3) year(s) and until a successor director has been designated and qualified. The terms of the Directors shall be staggered to ensure that no more than one-third (1/3) of the directors have less than one year of experience on the Board, with the exception of the initial WA Board.

Section 4. DIRECTORS' TERM. Each director shall hold office for three (3) years and until a successor director has been designated and qualified.

Section 5. RESTRICTION ON BOARD AUTHORITY. The Board shall not, without the prior written approval of the Member, authorize or direct any officer of the Corporation to perform or commit any of the following acts:

- a. Borrow money in the name of the Corporation for corporate purposes in excess of Twenty Five Thousand Dollars (\$25,000) or utilize property (real or personal) owned by the Corporation as security for loans in excess of Twenty Five Thousand Dollars (\$25,000);
- b. Assign, transfer, pledge, compromise or release any of the claims of or debts to the Corporation in excess of Twenty Five Thousand Dollars (\$25,000) except on payment in full, or arbitrate or consent to the arbitration of any dispute or controversy of the Corporation in excess of Twenty Five Thousand Dollars (\$25,000);
- c. Make, execute or deliver any assignment for the benefit of creditors, or any bond, confession of judgment, chattel mortgage, security agreement, deed, guaranty, indemnity bond, surety bond, or contract to sell or bill of sale of the property of the Corporation in excess of Twenty Five Thousand Dollars (\$25,000);
- d. Acquire, purchase, develop, improve, sell, lease or mortgage any corporate real estate or any interest therein or enter into any contract for any such purposes in excess of Twenty Five Thousand Dollars (\$25,000);
- e. Make any loan or investment of any assets of the Corporation, or enter into any contract or incur any liabilities on behalf of the Corporation other than for fair consideration or in the ordinary course of business relating to its normal daily operation;
- f. Approve the sale, lease, conveyance, exchange, transfer, or other disposition of all or substantially all of the assets of the Corporation;
- g. Approve the principal terms of a merger of the Corporation with another organization;
- h. Approve the filing of a petition for the involuntary dissolution of the Corporation if statutory grounds for such a dissolution exist;
- i. Approve the voluntary dissolution of the Corporation or the revocation of such an election to dissolve it;
- j. Approve, repeal or amend the Bylaws; or
- k. Appoint or remove any member of the Board of Directors.

Section 6. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office 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; (c) the increase of the authorized number of directors; or (d) the failure of the Member, at any meeting of the Member at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

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 Chief Regional Officer, or 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 Member 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 the Corporation would be left without a duly elected Director in charge of its affairs.

Section 9. REMOVAL OF DIRECTORS. A Director may only be removed by the Member. The Member may remove a Director with or without cause.

Section 10. VACANCIES FILLED BY MEMBER. Vacancies on the Board of Directors shall be filled by the Member.

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 shall be held at the principal office of the Corporation. The Board of Directors may designate that a meeting be held at any place within Washington that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Open Public Meetings Act RCW 42.30.

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. 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 at any meeting required to be open to the public vote by secret ballot. Any vote taken in violation of this section shall be null and void.

Section 14. ANNUAL MEETINGS. The Board of Directors shall meet annually for the purpose of organization and the transaction of such other business as may properly be

brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors. Prior notice of all meetings shall be provided to the Member.

Section 15. REGULAR MEETINGS. Regular meetings of the Board shall be held on such dates and at such times as shall be determined by resolution of the Board on or before January of each year for publication in the Washington state register. If at any time any regular meeting falls on a holiday, such regular meeting shall be held on the next business day. The publication in the Washington state register shall specify the time and location for the regular meeting and shall also 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 one, and at the site of each charter school operated by the Corporation. The publication 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 publication 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, that is within the authority of the Board. 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 publication.

Section 16. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the President of Directors, if there is such an officer, or a majority of the Board of Directors. If a President has not been elected then the Chief Regional Officer 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 of the Board 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

(2) Notice of a special meeting called under 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 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 (a) and (b) of this section shall specify the time and place of the special meeting and the business to be transacted. Final disposition shall not be taken on any other matter at such meetings by the Board.

(4) The notices provided in this section 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 defined 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 42.30.070 shall be suspended during such emergency.

Section 18. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Section 19. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the in the Open Public Meetings Act are complied with.

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 majority vote of 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. Nothing in this section shall prohibit the Board from establishing a procedure for readmitting an individual or individuals not responsible for disturbing the orderly conduct of the meeting.

Section 21. ADJOURNMENT. The Board of the Corporation 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 of the Board 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 section 16 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 in this section, 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 may receive such compensation, if any, for their services as directors or officers, and such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

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 of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, 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 Member or Board of Directors;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal Bylaws or adopt new Bylaws;



- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. 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 of Directors shall be governed by, held, and taken under the provisions of these Bylaws concerning meetings, other Board of Directors' 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 of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these Bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. **NON-LIABILITY OF DIRECTORS.** No director shall be personally liable for the debts, liabilities, or other obligations of this Corporation.

Section 26. **COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.** The Corporation and the Board of Directors 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 Regional Officer, a President, a Secretary, and a Chief Financial Officer. The Corporation, at the Board's direction, may also have a President, one or more Vice-Presidents, 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 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 neither the Secretary nor the Chief Financial Officer may serve concurrently as the Chief Regional Officer or the President.

Section 3. **ELECTION OF OFFICERS.** The officers of this Corporation, except the Chief Regional Officer, shall be chosen annually by the Board of Directors 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 of Directors may appoint and authorize the President, the Chief Regional Officer, or another officer to appoint 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 the 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 of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors 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 need not be filled on an annual basis.

Section 8. PRESIDENT. The President shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. CHIEF REGIONAL OFFICER. The Chief Regional Officer shall be selected jointly by the Member and the Board of Directors. Subject to such supervisory powers as the Board of Directors may give to the President, if any, and subject to the control of the Board, and subject to Chief Regional Officer's contract of employment, the Chief Regional Officer shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The Chief Regional Officer shall have such other powers and duties as the Board of Directors or the 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 of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. 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, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal Washington office, a copy of the Articles of Incorporation and Bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of

committees of the Board of Directors 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 other duties as the Board of Directors or the Bylaws may require.

Section 11. **CHIEF FINANCIAL OFFICER.** The Chief Financial Officer 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 Chief Financial Officer 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 Chief Financial Officer 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 of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the President, Chief Regional Officer, and the Board, when requested, an account of all transactions as Chief Financial Officer 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 Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors 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 Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

## **ARTICLE IX CONTRACTS WITH DIRECTORS**

Section 1. **CONTRACTS WITH DIRECTORS.** The Corporation shall not enter into a contract or transaction in which a director 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 are directors and have a material financial interest).

## **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 (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Policy 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 its 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 Section 4 of this Article XII, 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.

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.08.310 ct; 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 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 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 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 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 or Advanced Expenses pursuant to Section 3 of Article XII must first submit to the Board a sworn statement requesting indemnification or Advanced Expenses, as the case may be, and reasonable evidence of all such amounts requested by such Indemnified Person (such statement, a "*Claim*"). If (a) a Claim pursuant to Section 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 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 XII 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.

**Section 5. PROCEDURES EXCLUSIVE.** Pursuant to RCW 24.03.043 of the Washington Nonprofit Corporation Act in reference to RCW 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 VII are in lieu of the procedures required by RCW 23B.08.550 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 (a) any statute, (b) provision of these Articles of Incorporation, (c) the Bylaws of the corporation, (d) by general or specific action of the Board of Directors, (e) by contract or (f) otherwise.

### **ARTICLE XIII INSURANCE**

**Section 1. INSURANCE.** This Corporation shall have the right to purchase and maintain insurance to 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 committees of the Board, which shall also be promptly provided to the Member; 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. The Member and every 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 Washington and federal law. The inspection may be made in person or by the Member or 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 Washington or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the Corporation, the Member and any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the Member interest as a Member or director's interest as a director. Any such inspection and copying may be made in person or by the Member or 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 Washington 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 business office in Washington, the Secretary shall, on the written request of any director, furnish to that director a copy of the Articles of Incorporation and Bylaws, as amended to the current date.

**ARTICLE XVI  
REQUIRED REPORTS**

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to the Member and itself (the members of the Board of Directors) within 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, or 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 certificate of 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 to the Member and all directors, or as a separate document if no annual report is issued, the Corporation shall, within 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" 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 either:
  - (1) Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
  - (2) Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The 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 Member 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 of Incorporation, or any laws.



Section 2. BYLAWS EFFECTIVE. These Bylaws shall not be effective until approved by the Member.

**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 months ending 12/31.

Section 2. RULES OF PROCEDURE. The rules of procedure at meetings of the Board and committees of the Board shall be rules contained in Roberts' Rules of Order on Parliamentary Procedure, Newly Revised, so far as applicable and when not inconsistent with these Bylaws, the Articles of Incorporation or 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.

**CERTIFICATE OF SECRETARY**

I certify that I am the duly elected and acting Secretary of Summit Public Schools Washington, a Washington nonprofit corporation; that these Bylaws, consisting of 17 pages, are the Bylaws of this corporation as adopted by the Board of Directors on \_\_\_\_\_; and that these Bylaws have not been amended or modified since that date.

Executed on \_\_\_\_\_ at \_\_\_\_\_, Washington.

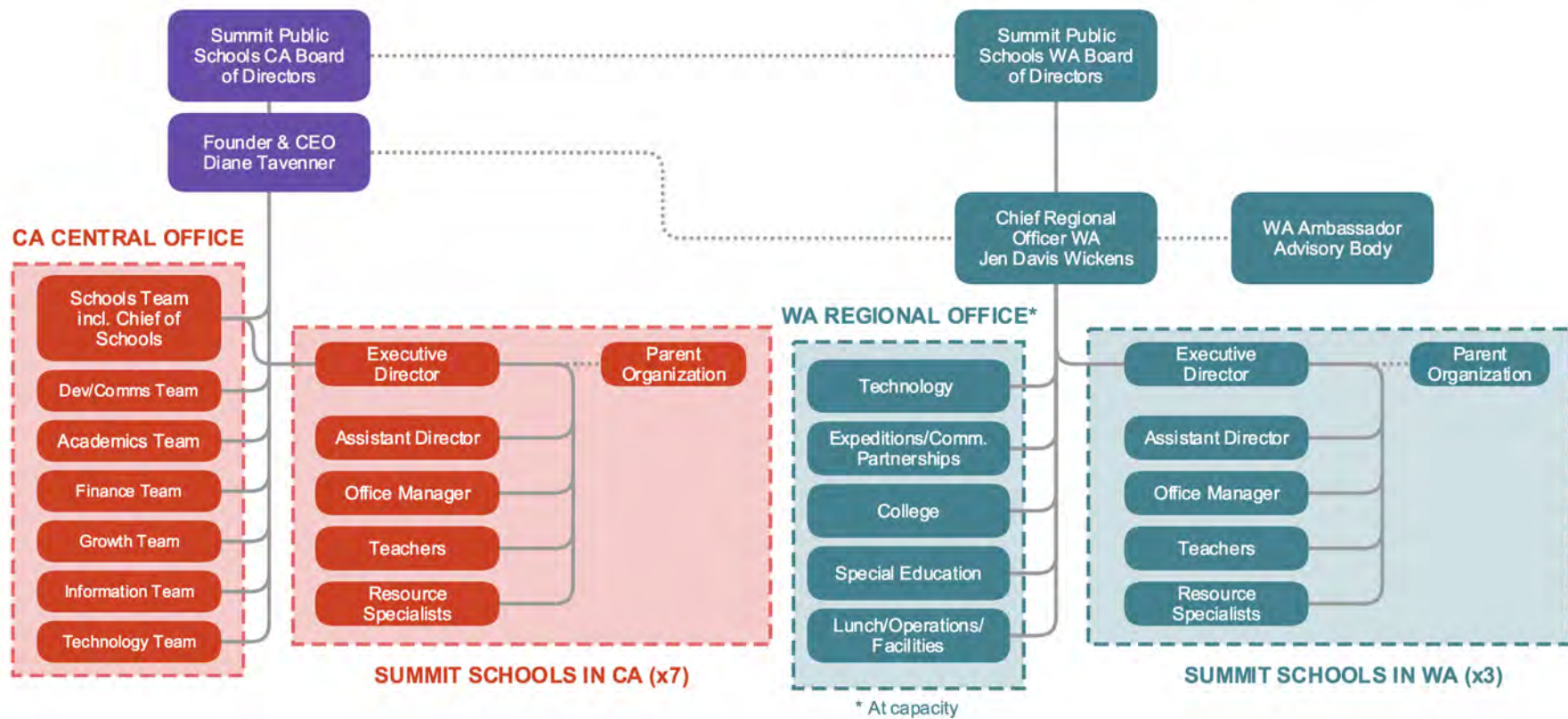
\_\_\_\_\_

\_\_\_\_\_, Secretary



## Summit Public School: Seattle #2

Attachment 14  
Organizational Chart





## Summit Public School: Seattle #2

### Attachment 16

Board Member Biographies  
Board Member Information Sheets  
Board Member Resumes

## **Board Member Biographies**

### **Summit Public Schools Washington Board Member: Gordon Empey**

Mr. Empey is a partner in the Cooley Business department and a member of the Emerging Companies practice group. His practice focuses on emerging growth technology, life sciences and healthcare companies. Mr. Empey is also actively involved with TechStars, Microsoft Accelerator and Open Angels Forum. From 2004-2007, Mr. Empey served as Vice President & General Counsel of Radiant Research where he managed legal affairs for the clinical research company, including mergers and acquisitions, budgets and contracts, litigation, risk management and real estate. Prior to beginning his corporate law career, Mr. Empey served as an officer in the United States Navy Judge Advocate General's Corps from 1994 to 1998. He holds degrees from both Colgate and UC Berkeley.

### **Summit Public Schools Washington Board Member: Mike Galgon**

Mike Galgon is a Seattle-based entrepreneur, angel investor, and impact investor. In 1997, he co-founded Avenue A, which grew to become the world's largest independent digital agency. Avenue A spawned multiple other digital marketing companies, including Atlas and DRIVEpm, which collectively traded as aQuantive (Nasdaq: AQNT). After the sale of aQuantive to Microsoft in 2007, Galgon served as its Chief Advertising Strategist until 2009. Since then, Galgon has actively committed himself to early-stage technology investing, impact investing, and education. He currently serves on the boards of technology companies Real Networks, Flexe, Energy Savvy, Krux, Pipeline Deals, and Buddy TV; of impact investors Global Partnerships and MicroEnergy Credits; and of The Bush School. He also advises a number of early-stage ventures, including nFluence, Sokanu, Appnique, and Glassnetics. Prior to founding aQuantive, Mike served with Volunteers In Service To America (VISTA) in inner-city Boston, and as a diving officer in the U.S. Navy. Mike holds an M.B.A. from the Harvard Business School and a bachelor's degree in economics from Duke University.

### **Summit Public Schools Washington Board Member: Michael Orbino**

Mr. Orbino is a Managing Broker at John L Scott Inc, a Seattle-based real estate brokerage where he began his real estate career in 2002. In 2005 Mr. Orbino founded The Orbino Group as a division within John L Scott that specializes in builder and developer consulting. In 2013, Mr. Orbino was appointed by the National Association of Realtors to serve as the Federal Political Coordinator for Washington State's 1st Congressional District. Mr. Orbino served 6 years in the United States Army Reserve as a finance soldier with a one year active duty tour for Operation's Noble Eagle and Iraqi Freedom. Mr. Orbino holds a graduate degree from the University of Washington and is currently pursuing his Master's in Business Administration.



# CHARTER SCHOOL BOARD MEMBER INFORMATION

---

**To be completed individually by each proposed charter school board member.  
 All forms must be signed by hand.**

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Washington State Charter School Commission (WSCSC) requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold:

1. To give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and
2. To encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

## Background

1. Name of charter school on whose Board of Directors you intend to serve

Summit Public School: Seattle #2

2. Full name

Gordon Empey

Home Address

Business Name and Address

Phone Number

E-mail address



3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)

Resume and professional bio are attached.



4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

Does not apply to me.  Yes

5. Why do you wish to serve on the board of the proposed charter school?

When I started my career, I served four years as an officer in the military and I loved that public service. I have missed that sense of mission in my subsequent career. While I love my current role working as a legal advisor to technology and biotechnology companies, I also want to do something really focused on others. I believe in Summit's mission, and at the end of the day all educational institutions are helping children learn, grow and prepare for the future. Nothing could be more important. I'm incredibly honored to be a part of it.

6. What is your understanding of the appropriate role of a public charter school board member?

I believe as a board member that we are ultimately responsible for (1) managing the operation of the school, which includes hiring the right people, finances and overseeing the obligations of the school, and (2) managing compliance with the charter as authorized by the commission.

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.

In my role as legal advisor to many companies, I sit in board meetings of for-profit companies on a regular basis (at least twice a month on average). I also attended all board meetings when I was Executive Vice President and General Counsel of a company for four years. I have a very good sense of responsibility at the board level – both in terms of operating an institution and ensuring compliance with legal requirements. I appreciate the gravity and importance of this role, and enthusiastically embrace it.

8. Describe the specific knowledge and experience that you would bring to the board.

This is covered by my answer to Question 7 above.

## School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Our mission is to prepare a diverse student population for success in a four-year college, and to help them to become thoughtful contributing members of society. We leverage our work to have a broader impact on public education generally. Summit believes that every child can succeed; we hire excellent teachers, building a close community of students and teachers, leveraging technology and innovation, and values the benefits and importance of diversity.

2. What is your understanding of the school's proposed educational program?

Summit strives to (1) keep the Summit schools small so that every student has a mentor and the students and teachers all know each other, (2) make the educational experience personalized, so that every student has a personalized learning plan and has the opportunity to pursue their passions and interests within the academic setting, and (3) empower the kids by helping them develop the skills to become self-directed learners, and (4) maintain a rigorous academic regimen.

3. What do you believe to be the characteristics of a successful school?

Preparing these kids not just to be ready for college, but to SUCCEED in college, career and life. To do this, we must: (1) nurture communities of learners, where students practice and model life skills, and receive rich feedback to individually grow and thrive, (2) connect students' long-term goals and aspirations to their daily decisions, actions and behaviors, (3) empower and equip students to drive their learning and own their success, and (4) Engage students in meaningful, deeper learning experiences where progression is based on competency and subject matter knowledge is applied to real, authentic problems. These tools will prepare them to succeed.

4. How will you know that the school is succeeding (or not) in its mission?

By the performance of the students at Summit, and the feedback from teachers, parents and students, as well as where their lives take them after Summit.

## Governance

1. Describe the role that the board will play in the school's operation.

As I mentioned above, it ultimately falls to us to ensure the operational success of the school. Accordingly, we will have strong board control over Summit Seattle #2 and all other charter schools it operates in Washington. As a board member, I will be mission-driven, active, thoughtful, locally connected, highly involved, and I believe I am adept in the skills needed to oversee successful charter schools. The board will focus primarily on creating, adopting and monitoring a long-term strategic plan and associated budget and employing, developing and evaluating the Chief Regional Officer. The board will also focus on ensuring that the school's students are achieving academic success, the program is

operationally, financially and legally strong, and that we accomplish the goals of our charter.

2. How will you know if the school is successful at the end of the first year of operation?

Of course as a board we will be monitoring the performance at regularly scheduled board meetings and want to ensure that the school is successful. Objective measurements will be: (1) student growth measured by performance on standardized assessments, (2) student/parent/faculty satisfaction surveys and personal observation at the schools from time to time, (3) ensuring operational and fiscal stability and strength, and (4) receiving, reviewing and commenting on regular updates from the Chief Regional Officer. These measurements will allow us to gauge the success of our school.

3. How will you know at the end of four years of the school is successful?

It is a day I am so excited for, but when that first group of kids graduates from high school, it will be the greatest day! But specifically to succeed, we need to have the class of 9<sup>th</sup> graders complete high school, receive college acceptances and know that they are ready to go and succeed in college (and do so!). They need to be truly prepared.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Regular and current information flow is critical. So, I think for the board to succeed, we have to ensure that we have regular communication and detailed updates from the Chief Regional Officer on all aspects of the schools. We have these plans in place with our regular board meetings, and will hold special board meetings as appropriate.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If someone were behaving unethically, at the same time as complying with any required statutory obligations, I would ensure a thorough and prompt review/investigation of the matter, and if it was a founded belief, take the appropriate action immediately, from reporting to termination of that board member's position. In each case, I would make sure that we complied with all authorizer reporting, charter contract and other statutory requirements in addressing the situation! If someone were behaving in a way that was not in the best interests of the school (this is a little more nuanced), I would take it up with the other board members and take the appropriate actions (reporting, documenting and as appropriate, termination).

## Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees.  Yes

I know them and our Chief Regional Officer and her team, but only through Summit and joining the board together. I do not know them from outside of, or before, Summit. My spouse does not know them.

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

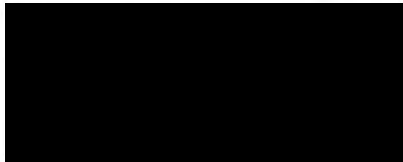
6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

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, Gordon Empey, 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 **Summit Public School: Seattle #2** (Charter School) is true and correct in every respect.



\_\_\_\_\_  
Date 4/27/15



## CHARTER SCHOOL BOARD MEMBER INFORMATION

**To be completed individually by each proposed charter school board member.  
All forms must be signed by hand.**

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Washington State Charter School Commission (WSCSC) requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold:

1. To give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and
2. To encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### Background

1. Name of charter school on whose Board of Directors you intend to serve Summit Public School: Seattle #2
2. Full name Michael Galgon  
Home Address [Redacted]  
Business Name and Address [Redacted]  
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?

Charter schools will deliver one more valuable option to Seattle families for public education. Summit Public Schools, based on its record and practices from years of operation in California, will deliver an excellent charter experience and can serve as a leader in the sector. I'm eager to help however I can.

6. What is your understanding of the appropriate role of a public charter school board member?

As a board member, my role is to advocate on behalf of current and prospective families and students to ensure a high quality educational experience, and on behalf of the public to ensure that we carefully and expertly manage public funds.

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've served on several public company boards (Market Leader and Real Networks), a non-profit board (Global Partnerships), numerous private company boards, and a private school board (The Bush School). I've managed both large and small organizations, and have an educational background (Duke BA, Harvard MBA) that will also serve Summit well.

8. Describe the specific knowledge and experience that you would bring to the board.

I've been involved with many start-up organizations, so have deep experience in bringing an organization from concept to effective rollout. I've run and participated in strategic planning processes for many years across many types of businesses. I have deep experience and education in financial management and financial statements.

## School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? \_\_\_\_\_

Summit's mission is to enroll a diverse set of students and to prepare them for success in a four-year college and to become thoughtful members of society that make positive contributions. The schools seek to engage students in a way that their learning experiences can be translated to real problems.

2. What is your understanding of the school's proposed educational program? \_\_\_\_\_



The school provides each student with a personalized learning experience by keeping the schools small, safe, and open to all students of diverse backgrounds. We utilize excellent teachers to mentor the students and ensure they are successful in reaching their goals and not only becoming prepared for college but also pursuing their personal passions. The curriculum is rigorous in order to ensure students will be successful in college and the style of learning is flexible enough to empower them to direct their own learning.

**3. What do you believe to be the characteristics of a successful school?**

A successful school is one that prepares a student to be successful in college and ultimately a thoughtful member of society, first by equipping them with the skills they need to solve real-life problems. It is one that empowers a student to control their own learning so they are most successful and also to encourage them to pursue their passions. And it is a place where a student feels safe and connected to the teachers, administrators, and their fellow classmates.

**4. How will you know that the school is succeeding (or not) in its mission?**

We will know if the school is succeeding by the culture that is observed within the school, as well as the more direct outputs of students who are successful in the program and go on to attend and graduate college. We will also know by the feedback received from the students, their teachers and mentors, and their parents.

## **Governance**

**1. Describe the role that the board will play in the school's operation.**

The other board members and I will have strong local control over the Washington schools to ensure they are successful, focusing on creating and overseeing long-term strategies for the school, including a budget and the evaluation of the Chief Regional Officer of Summit Washington.

**2. How will you know if the school is successful at the end of the first year of operation?**

We will know if the school is successful by measuring several things: 1) Student growth and success of standardized tests, 2) Surveys given to measure teacher, parent and student feedback, and 3) Operational and financial stability, as well as frequent reports from the Chief Regional Officer.

**3. How will you know at the end of four years of the school is successful?**

We will know when we have successfully graduated our first class of 9<sup>th</sup> graders, they have been accepted to college and they are ready to succeed in college.

**4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?**

I think constant oversight and communication about our goals and strategies will be key to ensuring success. A strong flow of information, including data regarding the school's students,

parents, and teachers, is necessary, as well as a lot of communication between the leadership teams at Summit and the board.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?  
If a board member were acting unethically I would ensure that the matter was investigated and the appropriate action was taken, possibly resulting in the termination of that board member's position on the board. Any action that would go against the best interests of the school should not be tolerated.

## 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.

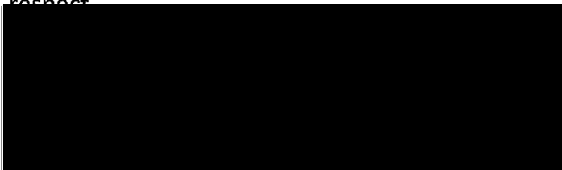
Does not apply to me, my spouse or family.  Yes

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, Michael Galgon, 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 **Summit Public School: Seattle #2** (Charter School) is true and correct in every respect.



5/7/15  
Date

## CHARTER SCHOOL BOARD MEMBER INFORMATION

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To be completed individually by each proposed charter school board member.

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Washington State Charter School Commission (WSCSC) requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold:

1. To give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and
2. To encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### Background

1. Name of charter school on whose Board of Directors you intend to serve Summit Public School: Seattle #2
2. Full name Michael Orbino  
Home Address [REDACTED]  
Business Name and Address [REDACTED]  
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

**Bellevue Family YMCA**

5. Why do you wish to serve on the board of the proposed charter school?  
**To help with the expansion of educational opportunities and choices to diverse populations.**
6. What is your understanding of the appropriate role of a public charter school board member?  
**To oversee the integrity of the school's financials, provide strategic guidance and support to staff, and direct the overall 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. **Volunteer teaching with Junior Achievement for 15 years, 13 years of successful entrepreneurship, public school volunteer and mentor, 5 years board service with YMCA. Bellevue School District Truancy Board Member.**
8. Describe the specific knowledge and experience that you would bring to the board. **Real estate, accounting, financial, and business strategy.**

## School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?  
**That every child is valuable and deserving of the opportunity to reach their fullest potential. All students should graduate college ready and be encouraged to continue learning through attendance in a 4 year college.**
2. What is your understanding of the school's proposed educational program?  
**Making education fun, engaging, and challenging for all students. The use of expeditions and self-directed learning programs along with hiring and recruiting top talent are key tools for this goal.**
3. What do you believe to be the characteristics of a successful school?  
**Committed staff and volunteers that embrace each individual student's needs to promote a culture of openness, safety, and learning.**
4. How will you know that the school is succeeding (or not) in its mission?  
**Graduation rates, student surveys, parent feedback and involvement, college acceptance and graduation rates.**

## Governance

1. Describe the role that the board will play in the school's operation.  
**Regular meetings and updates with key staff to provide oversight and accountability.**



2. How will you know if the school is successful at the end of the first year of operation? **Full attendance and exceeding test standards. Meet or exceed normal turnover and attrition rates. High student and parent satisfaction. Families referring their friends to next year's admission lottery.**
3. How will you know at the end of four years of the school is successful? **Our first group of students being successful, graduating, and being accepted into college. In addition, a robust student body that has embraced the school's identity with pride and is exceeding normal testing standards.**
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? **Careful preparation, extremely high parent engagement. Community and local school district partnerships.**
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? **Immediately bring in key decision makers (executive staff, other board members, etc.) to determine if the problem can be mitigated or push for removal of their position if necessary.**

## 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

### Current Board Service for Summit Public Schools.

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

### Current Board Service

Yes, through current Board position.

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, Michael Orbino, 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 **Summit Public School: Seattle #2** (Charter School) is true and correct in every respect.



Signature

5.1.2015

Date

# Gordon Empey

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## Experience

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Cooley LLP 2008 – Present  
Partner

Bio: [cooley.com/gempey](http://cooley.com/gempey)

- Represent technology, biotechnology and healthcare companies from startup to exit, including general corporate and securities laws matters, spinouts, partnering transactions, equity and debt financings, mergers & acquisitions, and public offerings. Representative clients have included Bluecore, Bizible, Appature, Payscale, Skedadel, Aquinox, Cellerant, Zidexa, Vaxart, Pathology Holdings, Ossia, Peach Labs, Faraday, Kiwi Crate and Haiku Deck.
- Represent venture capital funds and private equity firms in their investments and acquisition transactions. Representative clients include ABS Capital Partners, Institutional Venture Partners, BV Capital, Madrona Venture Fund, TPG Biotechnology, Frazier Healthcare, Arch Venture Partners, Vivo Capital, Icon Ventures and HLM.

Radiant Research, Inc. 2004 – 2007  
Executive Vice President and General Counsel

- Managed day to day legal affairs of Radiant Research.
- Negotiated and executed equity and debt financings.
- Negotiated and executed sale transactions to Covance and Swiss Biosciences.

Venture Law Group 1998 - 2004  
Senior Associate

- Practiced corporate securities, financings, mergers & acquisitions and public offerings.

US Navy, Judge Advocate General Corps 1994 – 1998  
Lieutenant

- Served as counsel in various matters, including criminal cases and military legal affairs.
- State Department training program to Mozambique.

## Education

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Boalt Hall School of Law, UC Berkeley - Juris Doctorate, 1994

Colgate University - B.A. in History, 1990  
Magna cum laude, High honors in history, Phi Beta Kappa

## Activities

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Summit Public Schools

Director, 2014 – present

Mentor and advisor with various startup incubators and media groups such as Techstars, Microsoft Accelerator, Galvanize.it, Open Angels Forum, Xconomy

## State Bar Admissions

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California, Washington

# Mike Galgon

## Experience

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Real Networks <i>Director</i>	2012 – Present
Energy Savvy <i>Director</i>	2008 – Present
Buuteeq <i>Director</i>	2012 – 2014
Market Leader <i>Director</i>	2010 – 2013
Microsoft, Inc. <i>Corporate Vice President, Chief Advertising Strategist</i>	2007 – 2009
<ul style="list-style-type: none"><li>Directed strategic planning and implementation activities for Microsoft’s advertising-related businesses.</li></ul>	
aQuantive <i>Co-founder and Chief Strategy Officer</i>	1997 - 2007
<ul style="list-style-type: none"><li>Co-founded a series of digital marketing businesses which traded publicly as aQuantive, Inc.</li><li>Directed strategic planning and acquisition activities for all divisions, including Avenue A/Razorfish, Atlas, and DRIVEpm.</li></ul>	
VISTA (Volunteers in Service to America) <i>Full-time Volunteer</i>	1994-1995
US Navy (USS IMPLICIT MSO-455) <i>Lieutenant</i>	1990-1994
<ul style="list-style-type: none"><li>Mine Countermeasures Officer and Diving Officer onboard US Navy minesweeper.</li></ul>	

## Education

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Harvard Business School – MBA, 1997

Duke University – A.B. Economics, 1990

# MICHAEL ORBINO



**Profile** Top producing agent with John L Scott, Inc.'s number one office in the company. Excel in leadership positions to grow and help others achieve their maximum potential. Served on numerous councils and advisory boards. High desire to influence the future of downtown Bellevue to create a unique and sustainable community that compliments Seattle. Thrive in competitive and challenging environments.

- Key Skills**
- Leadership
  - Networking
  - Business Planning & Execution
  - Advanced Negotiation
  - Risk Analysis
  - Pro-Forma Review
  - Strategic Brand Development
  - Budget Consultation
  - Training & Mentoring

**Experience** **John L Scott, Inc - Downtown Bellevue / Bellevue, Washington**  
**Managing Broker, October, 2002 - Present**  
*Senior Partner at Relay, a co-venture formed in 2012 that expands on the responsibilities of typical new construction consulting firms to include staffing, training, and management of new construction professionals.*

*Founded The Orbino Group in 2006 as a multi-faceted new construction consulting and advisory group. Five Senior Partners formed the nucleus with the primary goal to assist the agent and builder community in developing improved products and execution methods to improve efficiencies.*

**Notable Results**  
Closed over \$90,000,000 in residential sales  
Marketed and managed over \$70,000,000 in new construction inventory  
Record for highest non-waterfront PPSF sale in Bellevue's History at >\$700psf - Closed price over \$2.9mm

**Recognition, Awards & Press**  
2012 Cover Profile "Washington RE Magazine" - (REF: [http://warealtor.org/news-events/Media\\_Corner/REM/summer2012RE.pdf](http://warealtor.org/news-events/Media_Corner/REM/summer2012RE.pdf))  
2010 Seattle King County Realtors "One to Watch"  
2010 Wall Street Journal, Front Page, "Good Schools, Bad Real Estate"  
2008 Seattle Times, Front Page, "King County Home Sales Edge Up in June"  
Recipient: John L Scott President's Elite Award, President's Gold, President's, and Emerald Award

**Education & Credentials**  
University of Washington, Foster School of Business - Seattle, WA  
Executive Development Program - Graduated May, 2009

John L Scott New Construction Specialist (NCS)  
Council of Residential Specialists (CRS)  
Graduate Realtor Institute (GRI)  
Member of Luxury Home Marketing Institute (LHMI)  
Member of Urban Land Institute (ULI)  
Washington State Housing Financing Commission (WSHFC) Certified Instructor  
National Association of Home Builders (NAHB) Certified Instructor

**Background** **United States Army Reserve - 2122<sup>nd</sup> Garrison Troop Support Battalion / Fort Lewis, WA**  
**Sergeant, 2000 - 2006**

Platoon Leader in Basic Training, Honor Graduate in Advanced Individual Training  
Top 5<sup>th</sup> Percentile on Armed Services Vocational Aptitude Battery (ASVAB)  
Sharpshooter Proficiency, Grenade Qualified, Security Clearance  
Activated for Operation Noble Eagle and transitioned to Operation Enduring Freedom, 2003 - 2004  
Medals include: Army Reserve Achievement, National Defense Service, Armed Forces w M/Device

**Wells Fargo Bank - Mercer Island Branch / Mercer Island, WA 98040**  
**Premier Banker, 1997 - 2002**

Number 7 out of +300 Bankers in Washington State for loan production  
Consistently top 25 in Washington State for profitability  
Directly responsible for growing deposit base by over 10% in less than 2 years

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**Board  
Service**

2014 - Present - Summit Public Schools Washington: Charter School Board  
2014 - Present - Bellevue School District Community Truancy Board  
2013 - Present - National Association of Realtors Federal Political Coordinator (WA-01)  
2011 - Present - Urban Land Institute Young Leaders Group Board of Directors  
2011 - Present - Eastside Family YMCA Board of Directors  
2011 Seattle King County Realtors Board of Directors  
2011 - 2012 Seattle King County Realtors Government & Public Affairs Committee  
2010 Chairman - Seattle King County Realtors' Young Professionals Network  
2005 - 2009 Seattle King County Realtors Finance & Operations Committee

**Volunteer  
Service**

Bellevue School District VIBES Program  
Bellevue School District Groundbreakers Mentor  
Issaquah School District Junior Achievement Instructor (2005-Present)  
Washington State DECA Regional Judge



# Summit Public School: Seattle #2

## Attachment 17

Code of Ethics

Conflict of Interest Policies

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

Summit Public Schools Washington's Board of Directors ("Board of Directors") recognizes that appropriate ethical standards serve to increase the effectiveness of the Board of Directors and their 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.

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 Summit Public Schools Washington'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 Summit Public Schools Washington 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, officer, employee or volunteer of Summit Public Schools Washington, whether paid or unpaid, who participated in the discussion or provides official opinion to the board on any matter before the Board 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 Summit Public Schools Washington.
6. **Investments in conflict with official duties.** An officer, employee, volunteer or director shall not invest or hold any investment directly in any financial business, commercial or other private transaction that created a conflict or perceived conflict with his or her official duties.
7. **Private employment.** An officer, employee, volunteer or director shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.
8. **Future employment.** An officer, employee, volunteer, or directors shall not, after termination of service or employment with Summit Public Schools Washington appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration.

### **Distribution of Code of Ethics**

The Chief Regional Officer of Summit Public Schools Washington shall cause a copy of this Code of Ethics to be distributed annually to every officer, employee, volunteer and director of Summit Public Schools Washington. Each officer, employee, volunteer and director elected or appointed thereafter shall be furnished a copy 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 of Ethics 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 Summit Public Schools Washington governing documents.

## **CONFLICTS OF INTEREST POLICY**

### **SUMMIT PUBLIC SCHOOLS WASHINGTON**

#### **Article I Purpose**

The purpose of the conflict of interest policy is to protect Summit Public Schools Washington's ("SPS-WA") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of SPS-WA 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:

- a.** An ownership or investment interest in any entity with which SPS-WA has a transaction or arrangement,
- b.** A compensation arrangement with SPS-WA or with any entity or individual with which SPS-WA has a transaction or arrangement, or
- c.** A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which SPS-WA is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

#### **Article III Procedures**

### **1. Duty to Disclose**

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

### **2. Determining Whether a Conflict of Interest Exists**

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

### **3. Procedures for Addressing the Conflict of Interest**

- a.** An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b.** The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c.** After exercising due diligence, the governing board or committee shall determine whether SPS-WA 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 SPS-WA'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**

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

- a.** The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b.** The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

## **Article V Compensation**

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

## **Article VI Annual Statements**

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a.** Has received a copy of the conflicts of interest policy,
- b.** Has read and understands the policy,
- c.** Has agreed to comply with the policy, and
- d.** Understands that SPS-WA is non-profit 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**

To ensure that SPS-WA 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 SPS-WA's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

## **Article VIII Use of Outside Experts**

When conducting the periodic reviews as provided for in Article VII, SPS-WA 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.



# Summit Public School: Seattle #2

## Attachment 19 Staffing Chart

## Staffing Chart

Directions: Use the appropriate table below to outline your staffing plan for the school. Adjust or add functions and titles and add or delete rows as needed.

### Summit Seattle #2 Staffing Model and Rollout

	Year 1	Year 2	Year 3	Year 4	Year 5	Full Student Capacity (Y4)*
Executive Director	1.0	1.0	2.0	2.0	2.0	2.0
Assistant Director	0	1.0	1.0	1.0	2.0	1.0
English, Math, Social Science, Science Faculty	8.0	16.0	24.0	28.0	28.0	28.0
Foreign Language Faculty	1.0	2.0	2.0	2.0	2.0	2.0
RSP Faculty	1.0	2.0	3.0	4.5	4.5	4.5
Expeditions Faculty	2.0	4.0	6.0	7.0	7.0	7.0
Physical Education Faculty	0.25	0.5	0.5	0.5	0.5	0.5
Internal Substitutes	0.4	0.5	0.5	0.6	0.8	0.6
Office Manager	1.0	1.0	1.0	2.0	2.0	2.0
<b>Total FTEs</b>	14.7	28.0	40.0	47.6	48.8	47.6

\*The school will reach full student capacity in Year 4.

Additionally, the Regional Office for SPS-WA will include a Chief Regional Officer, and staff with expertise in the following areas: Expeditions/Community Partnerships, Special Education, College Readiness, Technology, Lunch/Operations/Facilities. These staff members will provide support to all of the Summit schools in Washington.





## Summit Public School: Seattle #2

### Attachment 20

Sample Educator Skills Rubric for School Leaders  
Leadership Fellows Program

**Sample Educator Skills Rubric for School Leaders**

Dimension	Subdimension	1-Novice [1]	2-Capable [2]	3-Accomplished [3]	4-Capacity Builder	+ Systems Leader [4]	SOURCE [5]
<b>VISION, STRATEGY, IMPLEMENTATION</b>							
Develops and implements vision	Vision	<ul style="list-style-type: none"> <li>- Aligns work to organizational vision</li> <li>- Is able to communicate organizational vision</li> </ul>	<ul style="list-style-type: none"> <li>- Defines team vision aligned with organizational vision; aligns work to vision</li> <li>- Clearly communicates team and organizational vision</li> </ul>	<ul style="list-style-type: none"> <li>- Defines team vision aligned with organizational vision; addresses needs and leverages opportunities in the organization or landscape; consistently aligns work to vision</li> <li>- Clearly and broadly communicates team and organizational vision, appropriately tailoring the message to the audience</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	NL
	Data analysis	<ul style="list-style-type: none"> <li>- Gathers existing data that is relevant to a given task or problem</li> <li>- Performs simple calculations (e.g. sums, averages, medians) when necessary to analyze data</li> <li>- Uses data appropriately to identify strength and growth areas</li> </ul>	<ul style="list-style-type: none"> <li>- Gathers and utilizes multiple relevant data sets to develop a comprehensive view of a task or problem</li> <li>- Performs calculations and manipulates data (e.g. sorts and filters) when necessary to analyze data</li> <li>- Uses data to diagnose current state of the organization and to drive decisions and behaviors</li> </ul>	<ul style="list-style-type: none"> <li>- Discerningly gathers, captures, and utilizes multiple relevant data sets to develop a comprehensive view of a task or problem</li> <li>- Calculates and manipulates data to analyze and create compelling presentations of data</li> <li>- Uses data to diagnose current state of the organization, carefully considering systemic patterns, identifying root causes, and connecting data to practices; uses data to drive decisions and behaviors</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	NL
	Strategic planning	<ul style="list-style-type: none"> <li>- Develops and implements a strategic plan</li> <li>- Considers potential impact of plan on other parts of the organization</li> <li>- Uses organizational vision to guide implementation</li> </ul>	<ul style="list-style-type: none"> <li>- Develops and implements strategic plans with goals and interim milestones based on backwards planning</li> <li>- Asks others for feedback to identify potential impact on other parts of the organization</li> <li>- Balances practicality and vision during implementation</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently develops and implements strategic plans with well-articulated, time-based goals and interim milestones based on backwards planning; develops contingency plans</li> <li>- Engages others to determine and address potential impact on other parts of the organization</li> <li>- Balances practicality and vision to ensure successful implementation</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	NL
	Progress monitoring	<ul style="list-style-type: none"> <li>- Monitors progress toward goals</li> <li>- Communicates about progress to stakeholders</li> <li>- Adjusts strategies as context evolves</li> </ul>	<ul style="list-style-type: none"> <li>- Reviews data to monitor progress toward goals</li> <li>- Communicates progress to stakeholders to encourage action in self and others</li> <li>- Adjusts strategies as context evolves and as supported by the data, keeping most important goals in mind</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently monitors progress toward goals using leading indicators</li> <li>- Clearly communicates progress to stakeholders to foster ownership and action in self and others</li> <li>- Adjusts strategies as context evolves and as supported by the data to ensure achievement of most important goals</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	NL
	Values-based compliance	<ul style="list-style-type: none"> <li>- Applies understanding of compliance guidelines to complete tasks and implement plans that align with organizational values</li> <li>- Recognizes and seeks help when compliance problems arise or if organizational values are compromised</li> </ul>	<ul style="list-style-type: none"> <li>- Ensures compliance while staying true to organizational values</li> <li>- Accepts responsibility for compliance and upholding organizational values; resolves conflicts quickly; communicates effectively with all stakeholders to minimize issues</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently and effectively ensures compliance while staying true to organizational values and optimizing resources required</li> <li>- Assumes responsibility for compliance and upholding organizational values; resolves conflicts quickly and efficiently; communicates effectively with all stakeholders and restores relationships</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	CD
Allocates resources	Time allocation	<ul style="list-style-type: none"> <li>- Sets a schedule aligned with professional and organizational priorities</li> <li>- Is able to find time to reflect on own practice</li> </ul>	<ul style="list-style-type: none"> <li>- Sets and follows through on a schedule aligned with professional and organizational priorities</li> <li>- Builds in time to reflect on own practice</li> </ul>	<ul style="list-style-type: none"> <li>- Sets and follows through on a schedule that allocates, optimizes and leverages use of time to accomplish highest priority goals</li> <li>- Consistently makes time to reflect on own practice</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	NL
	Resource allocation	<ul style="list-style-type: none"> <li>- Allocates resources to accomplish task within budget</li> <li>- Takes advantage of organizational resources</li> <li>- Seeks additional resources if needed</li> </ul>	<ul style="list-style-type: none"> <li>- Allocates resources in alignment with organizational priorities</li> <li>- Creatively maximizes use of organizational resources</li> <li>- Secures additional resources to support strategic priorities</li> </ul>	<ul style="list-style-type: none"> <li>- Allocates resources to achieve organizational goals</li> <li>- Creatively maximizes use of organizational resources while preserving and contributing to them</li> <li>- Secures additional resources to achieve organizational goals</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	NL
Continuously improves	Systematic innovation	<ul style="list-style-type: none"> <li>- Identifies opportunities for improvement aligned to the organizational mission</li> <li>- Designs and implements solutions</li> <li>- Scales innovations</li> </ul>	<ul style="list-style-type: none"> <li>- Identifies opportunities for improvement based in data and aligned to the organizational mission; identifies root causes</li> <li>- Designs creative solutions, implements, evaluates and iterates</li> <li>- Scales innovations that show evidence of promise</li> </ul>	<ul style="list-style-type: none"> <li>- Identifies opportunities for improvement based in data and aligned to the organizational mission; identifies root causes; builds buy in and consensus for action</li> <li>- Designs elegant, practical solutions; rapidly implements, evaluates effectiveness and usability, and iterates</li> <li>- Scales and transfers innovations that show evidence of promise</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	CD
	Operational effectiveness	<ul style="list-style-type: none"> <li>- Accomplishes work tasks that contribute to the organizational mission</li> <li>- Values customer satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>- Efficiently accomplishes work tasks that contribute to the organizational mission</li> <li>- Ensures customer satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>- Efficiently accomplishes and streamlines work tasks that contribute to the organizational mission</li> <li>- Continually optimizes the delivery of existing services while maintaining or increasing customer satisfaction</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	new
<b>CULTURE AND COMMUNITY</b>							
Develops culture	Empowering environment	<ul style="list-style-type: none"> <li>- Implements strategies that encourage a safe, positive learning climate</li> <li>- Establishes high expectations and a belief that all learners can achieve</li> </ul>	<ul style="list-style-type: none"> <li>- Creates environments that enable positive social interaction, active engagement in learning, and individual and collaborative work.</li> <li>- Creates a culture of high expectations</li> </ul>	<ul style="list-style-type: none"> <li>- Empowers learners to create shared values and expectations for respectful interactions, rigorous self-directed learning, and individual and group responsibility for quality work</li> <li>- Creates a culture of high expectations where successes are consistently shared and low expectations are consistently and explicitly challenged</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	IT

Dimension	Subdimension	1-Novice [1]	2-Capable [2]	3-Accomplished [3]	4-Capacity Builder	+ Systems Leader [4]	SOURCE [5]
	Cultural competence	<ul style="list-style-type: none"> <li>- Communicates in ways that demonstrate respect for and responsiveness to others with differing cultural backgrounds and perspectives</li> <li>- Responds in conversations about diversity and culture as well as how they may impact student learning</li> <li>- Attempts to address intolerant statements directed at individuals or groups</li> </ul>	<ul style="list-style-type: none"> <li>- Builds personal relationships with people of all backgrounds that demonstrate genuine curiosity and care about each person's background and perspective</li> <li>- Engages in conversations about diversity and culture as well as how they may impact student learning, usually in response to a specific situation</li> <li>- Corrects intolerant statements directed at individuals or groups</li> </ul>	<ul style="list-style-type: none"> <li>- Builds strong personal relationships that demonstrate genuine curiosity and care about each person's background and perspective, informed by awareness of how personal experiences shape interpretations of the world</li> <li>- Proactively initiates courageous conversations about diversity and culture as well as how they may impact student learning</li> <li>- Works to prevent intolerant statements directed at individuals or groups</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	NL
	Values-driven conduct	<ul style="list-style-type: none"> <li>- Models and communicates organizational values in response to negative or positive behaviors</li> <li>- Addresses behaviors that violate shared norms and recognizes positive behaviors</li> </ul>	<ul style="list-style-type: none"> <li>- Models and proactively communicates organizational values to all members of the community</li> <li>- Effectively addresses behaviors that violate shared norms; publicly recognizes positive behaviors</li> </ul>	<ul style="list-style-type: none"> <li>- Models and translates organizational values into specific expectations for any situation or any member of the community</li> <li>- Effectively addresses behaviors that violate shared norms and publicly recognizes positive behaviors, tracking data to ensure fairness of consequences</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	NL
Engages key stakeholders	Strategic communication	<ul style="list-style-type: none"> <li>- Communicates regularly with relevant stakeholders</li> <li>- Identifies ways to engage stakeholders</li> <li>- Communicates with clarity</li> </ul>	<ul style="list-style-type: none"> <li>- Communicates regularly with relevant stakeholders as they progress toward the mission; addresses key concerns</li> <li>- Engages stakeholders to support the mission</li> <li>- Communicates in clear, compelling fashion</li> </ul>	<ul style="list-style-type: none"> <li>- Develops and implements a communication plan that includes target stakeholders, their key concerns, how to reach them, and key messages about progress toward the mission</li> <li>- Consistently and effectively engages stakeholders to support the mission</li> <li>- Ensures clear, compelling, and consistent communication by all team members</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	NL
	Responsive communication	<ul style="list-style-type: none"> <li>- Adapts communication style for different people</li> <li>- Listens well and responds appropriately in conversations</li> <li>- Strives to reach common ground</li> </ul>	<ul style="list-style-type: none"> <li>- Communicates regularly with relevant stakeholders about progress toward the mission; addresses key concerns</li> <li>- Engages stakeholders to support the mission</li> <li>- Communicates in clear, compelling fashion</li> </ul>	<ul style="list-style-type: none"> <li>- Comfortably and appropriately adapts communication style for different people and specific situations</li> <li>- Anticipates and observes for spoken and unspoken sentiments and responds appropriately</li> <li>- Masterfully navigates different perspectives to reach common ground and build relationships</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	BW
	Change management	<ul style="list-style-type: none"> <li>- Supports change in service of the organizational mission</li> <li>- Develops a vision for the change desired</li> <li>- Is aware of stakeholder concerns</li> </ul>	<ul style="list-style-type: none"> <li>- Identifies a clear rationale and purpose for change in service of the organizational mission</li> <li>- Develops and implements a vision and strategy for change</li> <li>- Builds buy in for change; addresses some stakeholder concerns</li> </ul>	<ul style="list-style-type: none"> <li>- Clearly communicates rationale and purpose for change in service of the organizational mission</li> <li>- Develops and implements a vision and strategy for change; adjusts plans based on data and feedback</li> <li>- Masterfully generates support for change; anticipates reactions and encourages expression of feelings; supports stakeholders through change process</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	NL
<b>LEARNING</b>							
Ensures deep learning	Planning skills-based outcomes	<ul style="list-style-type: none"> <li>- Plans clear, rigorous, long-term outcomes that enables learners to focus on learning</li> <li>- Identifies short-term goals that are aligned to long-term outcomes</li> </ul>	<ul style="list-style-type: none"> <li>- Plans clear, rigorous, long-term outcomes that are meaningful and applicable in the real world</li> <li>- Creates short-term goals and plans that are aligned to long-term outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently plans clear, rigorous, long-term outcomes that enable learners to build the critical thinking skills of a professional in the field.</li> <li>- Masterfully creates short term goals and plans that are aligned to long-term outcomes, and address the different levels at which learners can demonstrate a skill.</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	IT
	Planning learning experiences	<ul style="list-style-type: none"> <li>- Plans learning experiences that are aligned to outcomes and allow learners to make progress in a logical way</li> <li>- Chooses instructional strategies that will enable learners to construct deep understandings, use critical thinking skills, or practice self-directed learning skills</li> </ul>	<ul style="list-style-type: none"> <li>- Plans learning experiences that provide learners with a path for meeting rigorous learning goals</li> <li>- Incorporates instructional strategies that enable learners to construct deep understandings, develop critical thinking skills, and grow as self-directed learners</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently plans authentic learning experiences that provide learners with personalized paths for meeting rigorous learning goals</li> <li>- Integrates a variety of instructional strategies that effectively build learners' ability to construct deep understandings, develop critical thinking skills, and grow as self-directed learners</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	IT
	Facilitating learning	<ul style="list-style-type: none"> <li>- Facilitates learning experiences in a way that enables learners to focus on learning</li> <li>- Implements instructional strategies that support learning</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently facilitates learning experiences in a way that enables learners to meet rigorous learning goals</li> <li>- Effectively implements instructional strategies in response to learner interactions</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently facilitates learning experiences in a way that inspires learners to be self-directed and meet rigorous learning goals</li> <li>- Skillfully adapts teacher role using a variety of instructional strategies, in response to learner interactions</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	IT
Personalizes learning	Assessing learner needs	<ul style="list-style-type: none"> <li>- Collects useful evidence of performance</li> <li>- Analyzes evidence to determine different levels of skill</li> </ul>	<ul style="list-style-type: none"> <li>- Collects high quality evidence of performance</li> <li>- Analyzes evidence to determine whether individual learning needs are academic/professional development, socio-emotional, linguistic, or due to physical and/or learning differences.</li> </ul>	<ul style="list-style-type: none"> <li>- Systematically collects high quality evidence of performance</li> <li>- Systematically analyzes ongoing and long-term evidence to diagnose academic/professional development, socio-emotional, linguistic, physical and/or learning needs</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	IT
	Creating appropriate supports	Creates and implements supports that meet the needs of learners performing at different levels of skill	Creates and implements supports that meet the needs of groups of learners, based on academic/professional development, socio-emotional, linguistic, physical and/or learning needs.	Consistently creates and implements supports that meet the needs of individual learners, tailoring the type and frequency of supports based on academic/professional development, socio-emotional, linguistic, physical and/or learning needs.	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	IT

Dimension	Subdimension	1-Novice [1]	2-Capable [2]	3-Accomplished [3]	4-Capacity Builder	+ Systems Leader [4]	SOURCE [5]
	Providing honest, actionable, timely feedback	<ul style="list-style-type: none"> <li>- Provides honest, actionable, or timely feedback</li> <li>- Recognizes strengths and contributions</li> <li>- Recommends how to incorporate constructive feedback into practice</li> <li>- Receives feedback without defensiveness</li> </ul>	<ul style="list-style-type: none"> <li>- Provides honest, actionable, timely feedback based on high quality evidence</li> <li>- Publicly recognizes strengths and contributions</li> <li>- Supports incorporation of constructive feedback into practice</li> <li>- Receives feedback in a productive manner</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently provides honest, actionable, timely feedback based on high quality evidence</li> <li>- Consistently and publicly recognizes strengths and contributions</li> <li>- Consistently enables incorporation of constructive feedback into practice</li> <li>- Seeks out and receives feedback in a productive manner</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	NL
	Coaching	<ul style="list-style-type: none"> <li>- Prompts learners to set short- and long-term goals based on areas of need in skills and knowledge.</li> <li>- Give learners guidance on actions they can take to meet their goals.</li> </ul>	<ul style="list-style-type: none"> <li>- Supports learners to set short- and long-term goals based on strengths, interests, and desired growth areas in skills, knowledge, and Habits of Success.</li> <li>- Guides learners to identify root causes, develop mindsets, and create action plans that will enable them to meet their goals.</li> </ul>	<ul style="list-style-type: none"> <li>- Empowers learners to set personalized and motivating short- and long-term goals based on strengths, interests, and desired growth areas in skills, knowledge, and Habits of Success.</li> <li>- Asks powerful questions that empower learners to examine identity issues, root causes, and mindsets, in order to create effective action plans that will enable them to meet their goals.</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	NL
<b>BUILDING TEAMS</b>							
Attracts and selects faculty	Recruitment	<ul style="list-style-type: none"> <li>- Supports the recruiting and hiring process when asked</li> <li>- Provides input during the screening process</li> <li>- Reaches out to high quality candidates in personal network</li> </ul>	<ul style="list-style-type: none"> <li>- Identifies hiring needs and actively recruits</li> <li>- Implements clear hiring processes and selection criteria</li> <li>- Reaches out to high quality candidates and leverages professional network to communicate hiring opportunities</li> </ul>	<ul style="list-style-type: none"> <li>- Secures high-quality and diverse hires through timely identification of hiring needs and proactive recruiting</li> <li>- Engages stakeholders to develop and implement clear hiring processes and selection criteria</li> <li>- Identifies multiple pipelines and networks for high-quality candidates</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	NL
Develops team	Team management	<ul style="list-style-type: none"> <li>- Defines team priorities and assigns individual responsibilities</li> <li>- Responds to others in the organization to coordinate efforts</li> </ul>	<ul style="list-style-type: none"> <li>- Defines team vision and goals aligned with organizational priorities and translates goals into individual responsibilities</li> <li>- Communicates with others in organization to coordinate efforts</li> </ul>	<ul style="list-style-type: none"> <li>- With the team, defines shared vision and goals aligned with organizational priorities and translates goals into individual responsibilities</li> <li>- Collaborates with others in organization to move work forward and prevent distractions</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	BW
	Team culture	<ul style="list-style-type: none"> <li>- Creates a team identity with productive relationships</li> <li>- Manages differences among team members</li> </ul>	<ul style="list-style-type: none"> <li>- Creates a team identity with productive relationships and a strong focus on the organizational mission</li> <li>- Leverages differences and inspires trust among team members; manages team dynamics</li> </ul>	<ul style="list-style-type: none"> <li>- Creates a strong, team identity with productive relationships, high morale, and a relentless focus on the organizational mission</li> <li>- Consistently leverages differences and inspires trust among team members; manages team dynamics and stages of developmental growth</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	BW
	Collaboration	<ul style="list-style-type: none"> <li>- Contributes toward achieving a common goal</li> <li>- Identifies barriers to collaboration</li> <li>- Values individual contributions</li> </ul>	<ul style="list-style-type: none"> <li>- Engages colleagues and key stakeholders to take collective action toward a common goal</li> <li>- Identifies and breaks down barriers to collaboration</li> <li>- Publicly acknowledges individual contributions</li> </ul>	<ul style="list-style-type: none"> <li>- Engages colleagues and key stakeholders to take collective action toward a common goal and builds relationships</li> <li>- Identifies and breaks down barriers to collaboration; shares decision-making authority and accountability</li> <li>- Consistently and publicly acknowledges individual contributions</li> </ul>	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	CD

[1] – can do this on a single instance when asked  
– performs the skill as prescribed

[2] – does this occasionally  
– performs effectively, but with limited scope

[3] – does this consistently as an integrated part of practice  
– performance is highly effective and nuanced; adapts the skill for a given situation

[4] "Elegant, portable, and simple" – Caitlyn

[5] NL – New Leaders

IT – InTASC

BW – Bellwether

CD – Summit chief/director

## **Leadership Fellows Program**

This program, modeled on Stanford University's Prospective Principals Program, is a project-based learning experience that places leadership theory into the everyday contexts of aspiring leaders. Based on research as varied as Linda Darling-Hammond, Daniel Pink, the Aspen Institute, Daniel Goleman, and Jim Collins, the Leadership Fellows Program is open to all interested Summit Seattle #2 employees and requires a commitment to educational leadership. Graduates of the program are prepared to obtain administrative credentials, and they have strong and demonstrated competencies in developing vision, emotional intelligence, engaging in courageous conversations with colleagues, data-driven decision making, hiring, legal affairs, public relations / communications, and strategic thinking. Summit leaders are expected to join the program as Senior Fellows and continue to engage in simulated learning alongside other experienced and burgeoning school leaders.





## Summit Public School: Seattle #2

### Attachment 21

Educator Skills Heat Maps

Cultural Competence Rubric and Learning Menu

Faculty Expeditions

# Educator Skills Heat Maps

The heat maps below highlight the critical educator skills for Tutor Corps, Credential, Induction, and Experienced Teachers, as well as Instructional Fellows. Each skill is further detailed as shown in the sample rubric and learning menu below.

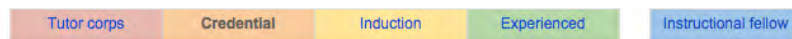
## Heat Map | tutor corps



Target skill level: 1-Novice with small group

VISION & IMPLEMENTATION	CULTURE & COMMUNITY	LEARNING	BUILDING TEAMS
<b>Develops and Implements vision</b>	<b>Develops culture</b>	<b>Ensures deep learning</b>	<b>Attracts faculty</b>
- Vision	- Empowering environment	- Planning skills-based outcomes	- Recruitment
- Data analysis	- Cultural competence	- Planning learning experiences	<b>Develops team</b>
- Strategic planning	- Values-driven conduct	- Facilitating learning	- Team management
- Progress monitoring	<b>Engages stakeholders</b>	<b>Personalizes learning</b>	- Team culture
- Values-based compliance (sped)	- Strategic communication	- Assessing learner needs	- Collaboration
<b>Allocates resources</b>	- Responsive communication	- Creating appropriate supports	
- Time allocation	- Change management	- HAT feedback	
- Resource allocation		- Coaching	
<b>Continuously improves</b>			
- Systematic innovation			
- Operational effectiveness			

## Heat Map | credential



Target skill level: 1-Novice with whole class

VISION & IMPLEMENTATION	CULTURE & COMMUNITY	LEARNING	BUILDING TEAMS
<b>Develops and Implements vision</b>	<b>Develops culture</b>	<b>Ensures deep learning</b>	<b>Attracts faculty</b>
- Vision	- Empowering environment	- Planning skills-based outcomes	- Recruitment
- Data analysis	- Cultural competence	- Planning learning experiences	<b>Develops team</b>
- Strategic planning	- Values-driven conduct	- Facilitating learning	- Team management
- Progress monitoring	<b>Engages stakeholders</b>	<b>Personalizes learning</b>	- Team culture
- Values-based compliance (sped)	- Strategic communication	- Assessing learner needs	- Collaboration
<b>Allocates resources</b>	- Responsive communication	- Creating appropriate supports	
- Time allocation	- Change management	- HAT feedback	
- Resource allocation		- Coaching	
<b>Continuously improves</b>			
- Systematic innovation			
- Operational effectiveness			

## Heat Map | induction

Tutor corps	Credential	Induction	Experienced	Instructional fellow
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Target skill level: 2-Capable

VISION & IMPLEMENTATION	CULTURE & COMMUNITY	LEARNING	BUILDING TEAMS
<b>Develops and Implements vision</b>	<b>Develops culture</b>	<b>Ensures deep learning</b>	<b>Attracts faculty</b>
- Vision	- Empowering environment	- Planning skills-based outcomes	- Recruitment
- Data analysis	- Cultural competence	- Planning learning experiences	<b>Develops team</b>
- Strategic planning	- Values-driven conduct	- Facilitating learning	- Team management
- Progress monitoring	<b>Engages stakeholders</b>	<b>Personalizes learning</b>	- Team culture
- Values-based compliance (sped)	- Strategic communication	- Assessing learner needs	- Collaboration
<b>Allocates resources</b>	- Responsive communication	- Creating appropriate supports	
- Time allocation	- Change management	- HAT feedback	
- Resource allocation		- Coaching	
<b>Continuously improves</b>			
- Systematic innovation			
- Operational effectiveness			

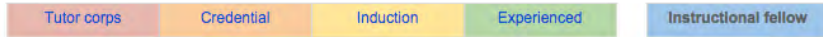
## Heat Map | experienced teachers

Tutor corps	Credential	Induction	Experienced	Instructional fellow
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VISION & IMPLEMENTATION	CULTURE & COMMUNITY	LEARNING	BUILDING TEAMS
<b>Develops and Implements vision</b>	<b>Develops culture</b>	<b>Ensures deep learning</b>	<b>Attracts faculty</b>
- Vision	- Empowering environment	- Planning skills-based outcomes	- Recruitment
- Data analysis	- Cultural competence *	- Planning learning experiences	<b>Develops team</b>
- Strategic planning	- Values-driven conduct	- Facilitating learning	- Team management
- Progress monitoring	<b>Engages stakeholders</b>	<b>Personalizes learning</b>	- Team culture *
- Values-based compliance	- Strategic communication	- Assessing learner needs	- Collaboration
<b>Allocates resources</b>	- Responsive communication	- Creating appropriate supports	
- Time allocation	- Change management	- HAT feedback	
- Resource allocation		- Coaching *	
<b>Continuously improves</b>			
- Systematic innovation			
- Operational effectiveness **			

\* mentors \*\* college mentors

# Heat Map | instructional fellow



*Develops highlighted skills applied to adult learners*

VISION & IMPLEMENTATION	CULTURE & COMMUNITY	LEARNING	BUILDING TEAMS
<b>Develops and implements vision</b>	<b>Develops culture</b>	<b>Ensures deep learning</b>	<b>Attracts faculty</b>
- Vision	- Empowering environment	- Planning skills-based outcomes	- Recruitment
- Data analysis	- Cultural competence	- Planning learning experiences	<b>Develops team</b>
- Strategic planning	- Values-driven conduct	- Facilitating learning	- Team management
- Progress monitoring	<b>Engages stakeholders</b>	<b>Personalizes learning</b>	- Team culture
- Values-based compliance (sped)	- Strategic communication	- Assessing learner needs	- Collaboration
<b>Allocates resources</b>	- Responsive communication	- Creating appropriate supports	
- Time allocation	- Change management	- HAT feedback	
- Resource allocation		- Coaching	
<b>Continuously improves</b>			
- Systematic innovation			
- Operational effectiveness			

## Rubric: Cultural Competence

1-Novice	2-Capable	3-Accomplished	4-Capacity Builder	+ Systems Leader
<ul style="list-style-type: none"> <li>- Communicates in ways that demonstrate respect for and responsiveness to others with differing cultural backgrounds and perspectives</li> <li>- Responds in conversations about diversity and culture as well as how they may impact student learning</li> <li>- Attempts to address intolerant statements directed at individuals or groups</li> </ul>	<ul style="list-style-type: none"> <li>- Builds personal relationships with people of all backgrounds that demonstrate genuine curiosity and care about each person's background and perspective</li> <li>- Engages in conversations about diversity and culture as well as how they may impact student learning, usually in response to a specific situation</li> <li>- Corrects intolerant statements directed at individuals or groups</li> </ul>	<ul style="list-style-type: none"> <li>- Builds strong personal relationships that demonstrate genuine curiosity and care about each person's background and perspective, informed by awareness of how personal experiences shape interpretations of the world</li> <li>- Proactively initiates courageous conversations about diversity and culture as well as how they may impact student learning</li> <li>- Works to prevent intolerant statements directed at individuals or groups</li> </ul>	<p>Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.</p>	<p>Develops and implements portable and scalable systems and structures that build organizational capacity in this skill</p>

# Learning Menu: Cultural Competence

Build KNOWLEDGE		Develop & demonstrate SKILL
Learn on Your Own	Learn from Others	
<p><i>General</i></p> <ul style="list-style-type: none"> <li>● <b>Playlist:</b> Cultural Competence</li> <li>● <b>Resource:</b> <a href="#">Community Asset Map and Interview</a></li> <li>● <b>Bookshelf:</b> <a href="#">Essential Readings</a></li> <li>● <b>Playlist:</b> Discussions on Diversity - Vocabulary, Norms, and Protocols</li> </ul>	<p><i>General</i></p> <ul style="list-style-type: none"> <li>● <b>Observation:</b> Observe a team meeting with a focus on identifying diverse patterns of communication.</li> <li>● <b>Job-embedded feedback:</b> Request 360 feedback about your communication style and cultural competence.</li> <li>● <b>Ask a colleague:</b> Ask a skilled colleague about how race and culture informs their work and/or their interactions as a team.</li> <li>● As a team, give each individual time to share their story and how they have been shaped by race, culture, structures, and “isms”.</li> </ul>	<p><i>General</i></p> <ul style="list-style-type: none"> <li>● <b>Job-embedded practice:</b> Examine your current projects, to do list, or calendar. Which of these activities provide opportunities to practice this skill? How will you practice it? After you complete the activity, reflect on what you learned.</li> <li>● <b>Job-embedded practice:</b> Approach an upcoming project with a focus on supporting diverse learners on their path to college.</li> <li>● <b>Job-embedded practice:</b> On your own or with members of your team, walk the neighborhood immediately surrounding one of our schools. As you walk, take note of organizations and businesses on a <a href="#">community asset map</a>. Extend your learning with a team debrief.</li> <li>● <b>Reflection:</b> Spend time reflecting on your own race and culture. Consider creating an “autoethnography” about how your own identity and experiences have shaped your interpretations and interactions?</li> <li>● <b>Reflection:</b> Consider your own team. To what extent is there diversity? Is diversity discussed and valued? How does this impact your team’s performance and culture?</li> </ul>
<p><i>Builds Relationships</i></p>	<p><i>Builds Relationships</i></p> <ul style="list-style-type: none"> <li>● <b>Interview:</b> Interview a colleague or alumni who was a</li> </ul>	<p><i>Builds Relationships</i></p> <ul style="list-style-type: none"> <li>● <b>Job-embedded planning:</b> Plan a professional learning experience with a</li> </ul>

<ul style="list-style-type: none"> <li>● <b>Playlist:</b> Communication styles</li> </ul>	<p>first-generation college student to understand his or her successes and challenges.</p>	<p>focus on welcoming diverse communication styles and viewpoints.</p> <ul style="list-style-type: none"> <li>● <b>Job-embedded collaboration:</b> Make a conscious effort to get to know a member of your team you don't know well. Ask him/her about how often her perspective is reflected in team goals and plans. Reflect together on how that answer might be different for different team members.</li> </ul>
<p><i>Courageous conversations and preventing intolerance</i></p> <ul style="list-style-type: none"> <li>● <b>Resource:</b> <a href="#">Courageous Conversations Protocol</a></li> <li>● <b>Playlist:</b> Community Resources</li> </ul>	<p><i>Courageous conversations and preventing intolerance</i></p> <ul style="list-style-type: none"> <li>● <b>Socratic seminar:</b> Participate in a Socratic seminar conversation about diversity and culture and reflect with one of the leaders.</li> </ul>	<p><i>Courageous conversations and preventing intolerance</i></p> <ul style="list-style-type: none"> <li>● <b>Job-embedded facilitation:</b> Facilitate a conversation with faculty or school community members around race, culture, equity, and life experiences.</li> <li>● <b>Job-embedded collaboration:</b> As a team, discuss explicitly the impact of race and culture on student learning, and how your team is working to improve equity in education.</li> </ul>



## Faculty Expeditions

Specific structures that will be employed during Faculty Expeditions include:

**Personalized Learning Time:** Greater than half of teachers' time during Expeditions will be Personalized Learning Time, during which they direct their own learning through the self-directed learning cycle, as explained above. They will have 1:1 coaching meetings with administrators from their site, who monitor their progress towards their short-term two-week goals. Teachers will choose how they want to learn as well: they can work individually one day, with a planning partner the next, and with an entire team of teachers with similar goals the following day. They will be expected to reach out to Academics Team members, as well as any other members within the organization who they think can aid in their development.

**Days Away:** During Expeditions, teachers will visit other campuses to observe:

- Course level team members that are implementing the same projects and teaching methods they use to facilitate student completion of projects
- Grade level team members, to assess and learn from classroom strategies they are using with the same age-level of students
- Student culture (by, for example, shadowing a student throughout his/her day).

The Director of PD has created a list of resources to structure teacher's observations and learnings so that the visits remain focused on teachers' individual goals.

**Summit Faculty Reads:** Every morning during Faculty Expeditions, each faculty member spends the first 20 minutes of each day on campus, reading resources put together by the Academics Team and Director of PD or a resource they have found and shared with their colleagues. This structure is designed to a) give teachers and administrators a space to learn about recent research within education and instructional best practices, and b) mirror the same reading structure our students experience at the beginning of each day.

**Faculty Forums:** Teachers have the opportunity to propose and discuss topics in a forum setting, with other teachers from their campus and other SPS-WA schools. School leaders and teachers are encouraged to opt in to these forums to push each other's thinking on a variety of topics, since they occur during Personalized Learning Time ("PLT").

**Faculty Workshops:** Workshops differ from forums in that they are focused on specific skills. Teachers who have displayed expertise in a specific skill and want to coach other teachers host opt-in workshops for their peers. These workshops provide opportunities for faculty members to undertake leadership roles as instructional leaders and coaches. As with Faculty Forums, teachers have the option to attend these as they choose, since they also occur during PLT.

**Faculty Community Time:** Just as students do, teachers have Socratic seminars on each Friday of their Expeditions. In addition creating an open and safe space in which to discuss important topics, these Socratic seminars also help teachers develop their facilitation skills, so that they can productively lead the same type of discussions with their own students. Topics often include the understanding and delivery of cognitive skills, habits of success, college readiness, and more.

Here is a sample Faculty Expeditions calendar:

**Week 1**

<b>Monday</b> Reflect / Set goals / Plan	<b>Tuesday</b> Learn	<b>Wednesday</b> Plan / Learn	<b>Thursday</b> Learn	<b>Friday</b> Learn
9:00 - 9:20 Summit Faculty Reads  9:20 - 2:00 PLT, focusing on reflecting, setting goals, and making a plan  2:00 - 4:50 Structured Time  4:50 - 5:00 Group reflection	9:00 - 9:20 Summit Faculty Reads  9:20 - 4:00 Day Away  4:10 - 5:00 Course Level Team meeting	9:00 - 9:20 Summit Faculty Reads  9:20 - 1:30 Structured Time  1:30 - 4:50 PLT  4:50 - 5:00 Group reflection	9:00 - 9:20 Summit Faculty Reads  9:20 - 1:30 Structured Time  1:30 - 5:00 PLT, focusing on learning	9:00 - 10:00 Faculty Community Time  10:00 - 1:30 PLT, focusing on learning and showing (by beginning to create products)  1:30 - 4:50 Structured Time  4:50 - 5:00 Group reflection

**Week 2**

<b>Monday</b> Learn / Show (by creating)	<b>Tuesday</b> Learn	<b>Wednesday</b> Learn / Show (by creating)	<b>Thursday</b> Learn / Show (by creating)	<b>Friday</b> Show / Reflect
9:00 - 9:20 Summit Faculty Reads  9:20 - 2:00 Structured Time  2:00 - 4:50 PLT, focusing on learning and showing  4:50 - 5:00 Group reflection	9:00 - 9:20 Summit Faculty Reads  9:20 - 4:00 Day Away  4:10 - 5:00 Course Level Team meeting	9:00 - 9:20 Summit Faculty Reads  9:20 - 1:30 Structured Time  1:30 - 4:50 PLT  4:50 - 5:00 Group reflection	9:00 - 9:20 Summit Faculty Reads  9:20 - 1:30 Structured Time  1:30 - 5:00 PLT, focusing on learning and showing	9:00 - 10:00 Faculty Community Time  10:00 - 1:15 Structured Time  1:15 - 4:15 PLT, focusing on showing (sharing of products)  4:15 - 5:00 End of Intersession reflecting



# Summit Public School: Seattle #2

## Attachment 22

Proof of Intent to Secure Facility  
Proposed Facility Floor Plans



## Washington Charter School Development, Inc.

April 27, 2015

Norman LoPatin  
Senior Director of Real Estate and Facilities  
Summit Public Schools  
455 5th Avenue  
Redwood City, CA 94063

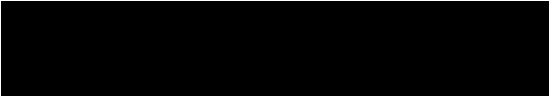
RE: Property Search and Identification for Summit Public Schools Washington – 9601 35<sup>th</sup>  
Ave SW in West Seattle

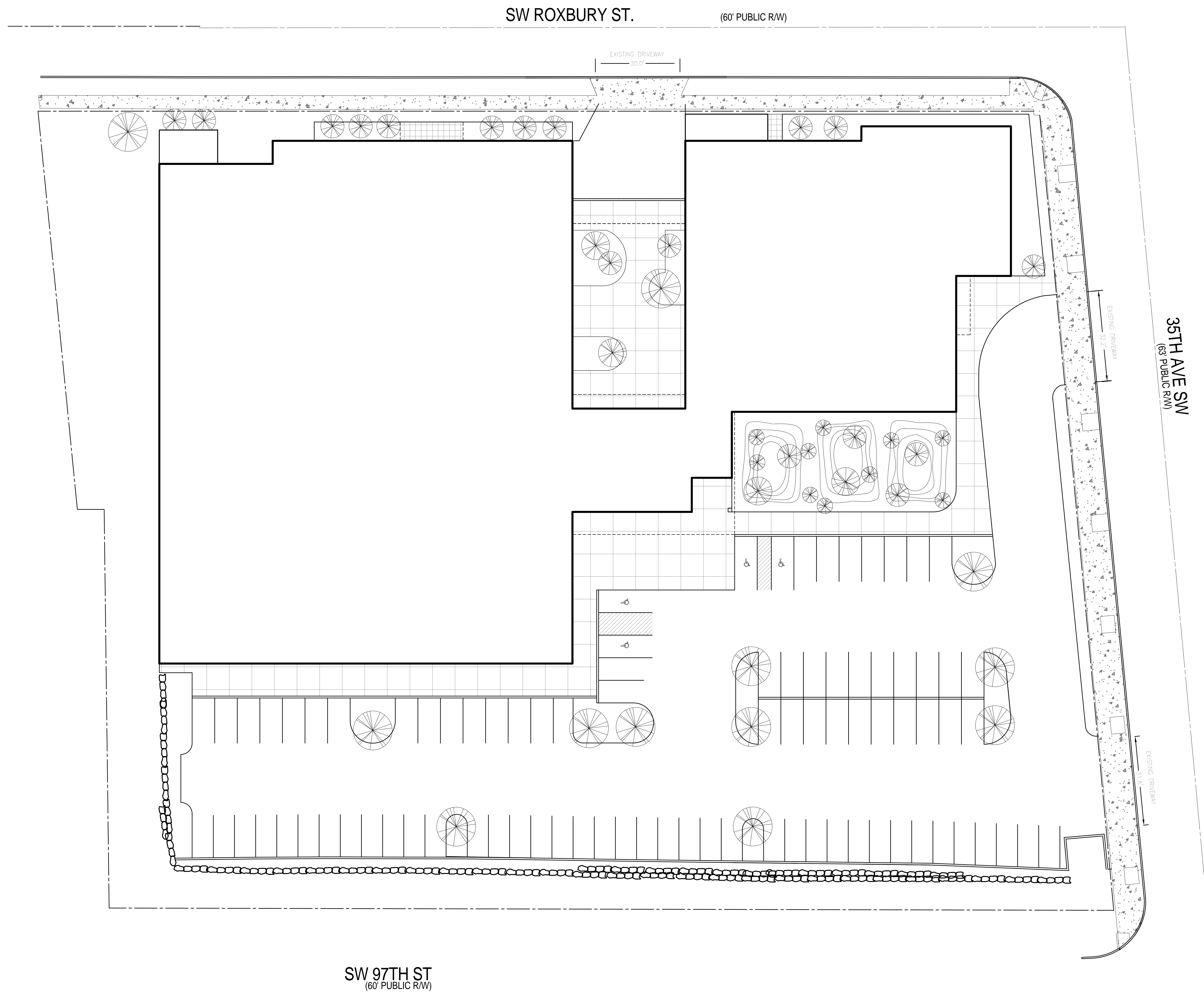
Dear Mr. LoPatin:

This letter shall confirm that WCSD 9601 35<sup>th</sup> Ave SW LLC, a Washington limited liability company (“WCSD LLC”), is in escrow to purchase the property located at 9601 35<sup>th</sup> Ave SW in West Seattle (King County Assessor Parcel #: 2858600090)(the “Property”). WCSD LLC is purchasing the Property for the purposes of improving it to accommodate a public charter middle and high school to be operated by Summit Public Schools Washington. A brief narrative description of the Property is attached.

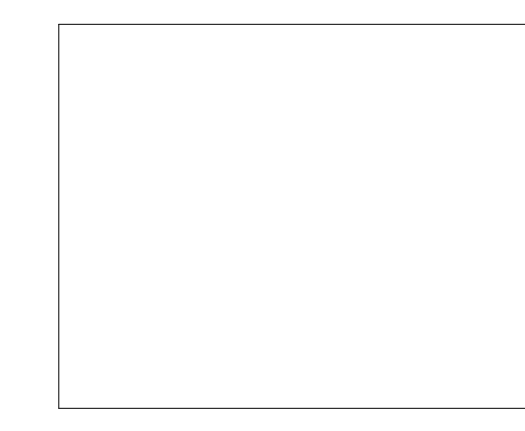
WCSD LLC is a wholly owned subsidiary of Washington Charter School Development, Inc., a Delaware charitable non-stock corporation and 501(c)(3) organization, whose mission is to develop facilities for high quality charter school operators.

Sincerely,

  
Patrick Ontiveros  
Secretary of Washington Charter School Development, Inc.,  
Sole Member and Manager of WCSD 9601 35<sup>th</sup> Ave SW LLC



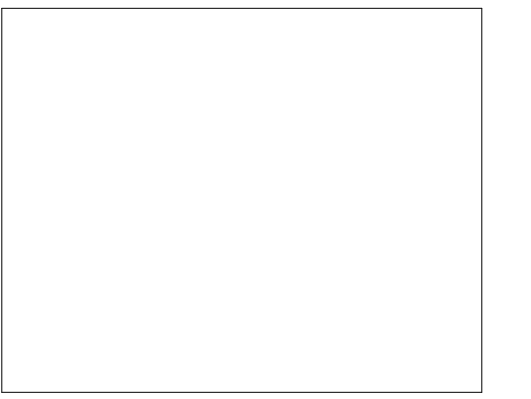
**1** ARCHITECTURAL SITE PLAN  
Scale: 1/16" = 1'-0"

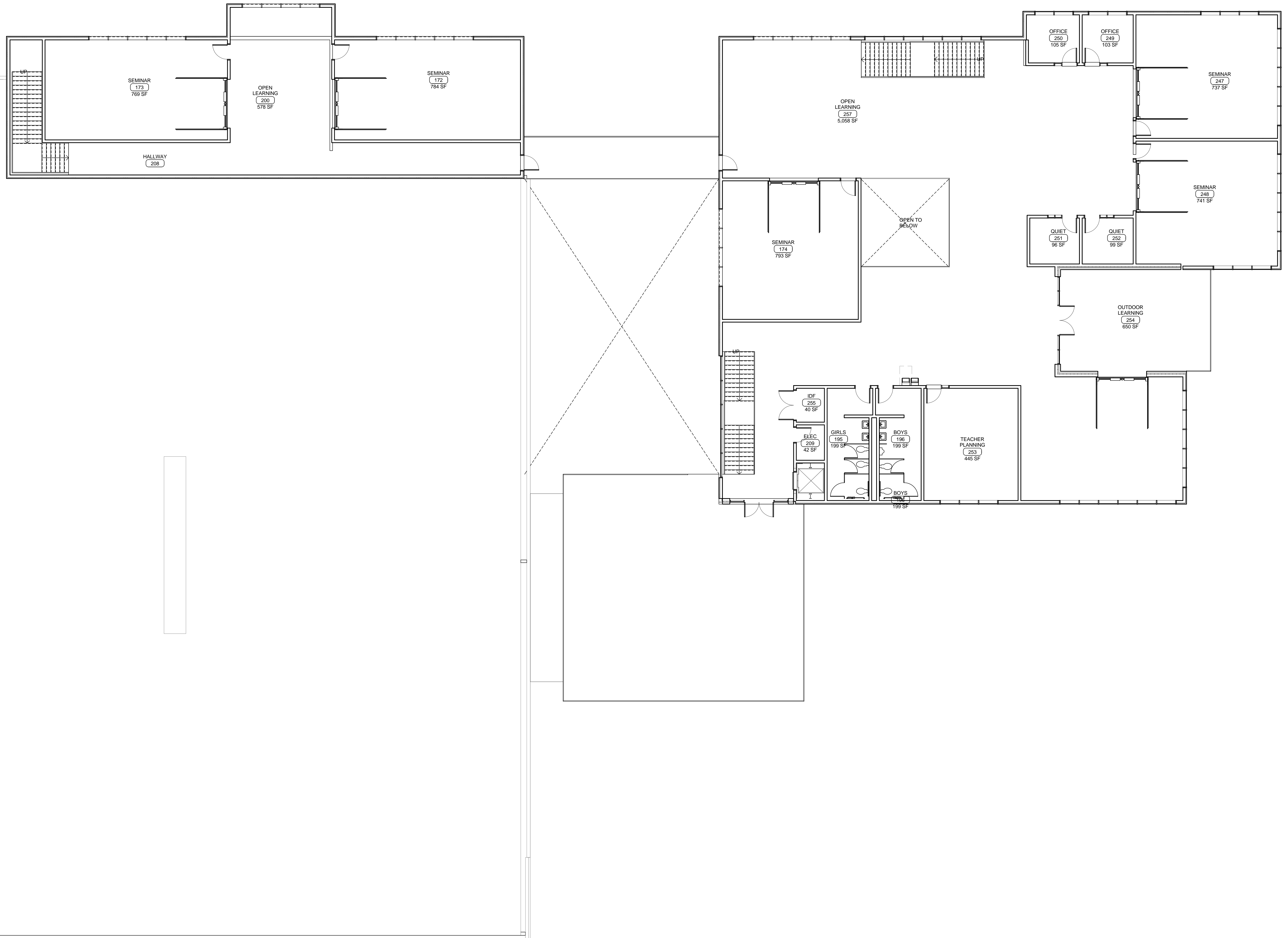


FOR DP USE ONLY



**FIRST FLOOR PLAN**  
Scale: 1/8" = 1'-0"





**SECOND FLOOR PLAN**  
Scale: 1/8" = 1'-0"



FOR DP/USE ONLY





# Summit Public School: Seattle #2

## Attachment 23 Start-Up Plan







## Summit Public School: Seattle #2

Attachment 24  
Insurance Coverage

## **Insurance Coverage**

Summit Seattle #2 will secure and maintain insurance to protect itself from claims that may arise from operations. Summit Seattle #2 will obtain types of insurance and coverage levels similar to those of its existing schools. Summit Seattle #2 will monitor its vendors, contractors, partners or sponsors for compliance with insurance requirements. Sample coverage is attached as a PDF. This sample is provided only as an example of some of the types and amounts of insurance Summit school's have secured in the past. Summit Seattle #2 will comply with all insurance requirements set forth in the Charter Contract.

# EVIDENCE OF COVERAGE BOUND



Attn: Jennifer Rubin  
 PO Box 969, Weimar, CA 95736  
 (888) 901-0004 / F (530) 236-9569

## POLICY TERM

EFFECTIVE DATE: July 1, 2014 12:01 am  
 EXPIRATION DATE: July 1, 2015 12:01 am

NAMED INSURED  
 Summit Public Schools  
 455 5th Avenue  
 Redwood City, CA 94063

### COVERAGE PROVIDED BY

COVERAGE PROVIDER A: CALIFORNIA CHARTER SCHOOLS JPA  
 COVERAGE PROVIDER B: TRAVELERS INSURANCE COMPANY  
 COVERAGE PROVIDER C: SAFETY NATIONAL CASUALTY CORPORATION  
 COVERAGE PROVIDER D: SCOTTSDALE INSURANCE COMPANY  
 COVERAGE PROVIDER E: LLOYDS OF LONDON  
 COVERAGE PROVIDER F: ARCH INSURANCE COMPANY  
 COVERAGE PROVIDER G: LEXINGTON INSURANCE  
 COVERAGE PROVIDER H: INDIAN HARBOR INSURANCE COMPANY

CO Ltr	TYPE OF COVERAGE	LIMITS
A,B	<b>PROPERTY</b> <input checked="" type="checkbox"/> Building <input checked="" type="checkbox"/> Personal Property <input checked="" type="checkbox"/> Business Income <input checked="" type="checkbox"/> Property in Transit <input checked="" type="checkbox"/> Extra Expense <input checked="" type="checkbox"/> Ordinance or Law  <b>Valuation:</b> <input checked="" type="checkbox"/> Replacement Cost <input type="checkbox"/> Actual cash value  <b>Deductible:</b> \$1,000 PER OCCURRENCE	BUILDING \$ 0.00 CONTENTS \$ 400,000.00 ELECTRONIC DATA PROCESSING \$ 800,000.00 EXTRA EXPENSE \$ 1,000,000 BUSINESS INCOME \$ 1,000,000
A	<b>GENERAL LIABILITY - LAYER 1</b> <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY (PER OCCURRENCE) <input checked="" type="checkbox"/> SEXUAL ABUSE (CLAIMS MADE)  <b>Exposure Basis:</b> 2,100 Students	PER OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES \$ 1,000,000 PREMISES MED PAY (per person) \$ 10,000 PREMISES MED PAY (per occurrence) \$ 50,000 PERSONAL & ADV INJURY \$ 1,000,000
A	<b>GENERAL LIABILITY - LAYER 2</b> <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY (PER OCCURRENCE) <input checked="" type="checkbox"/> SEXUAL ABUSE (CLAIMS MADE)  <b>Exposure Basis:</b> 2,100 Students	PER OCCURRENCE \$ 4,000,000 INDIVIDUAL MEMBER AGGREGATE \$ 4,000,000
A	<b>AUTOMOBILE LIABILITY - LAYER 1</b> <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS	PER ACCIDENT \$ 1,000,000 AUTO PHYSICAL DAMAGE \$ 1,000,000 UNINSURED/UNDERINSURED \$ 1,000,000 AUTO MED PAY (per person) \$ 10,000 AUTO MED PAY (per accident) \$ 50,000
A	<b>AUTOMOBILE LIABILITY - LAYER 2</b> <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS	PER ACCIDENT \$ 4,000,000 INDIVIDUAL MEMBER AGGREGATE \$ 4,000,000
A	<b>CRIME</b> <input checked="" type="checkbox"/> MONEY & SECURITIES <input checked="" type="checkbox"/> FORGERY OR ALTERATION <input checked="" type="checkbox"/> EMPLOYEE DISHONESTY	EMPLOYEE DISHONESTY \$ 1,000,000 FORGERY OR ALTERATION \$ 1,000,000 MONEY & SECURITIES \$ 1,000,000
A	<b>EDUCATORS' LEGAL LIABILITY</b> <input checked="" type="checkbox"/> ERRORS & OMISSIONS  <b>Deductible:</b> \$2,500 per occurrence	PER OCCURRENCE \$ 1,000,000
D	<b>PROFESSIONAL LIABILITY - LAYER 1</b> <input checked="" type="checkbox"/> DIRECTORS & OFFICERS & COMPANY (D&O) <input checked="" type="checkbox"/> EMPLOYMENT PRACTICE LIABILITY (EPLI) <input checked="" type="checkbox"/> FIDUCIARY LIABILITY <b>Deductibles (per claim):</b> DIRECTORS & OFFICERS & COMPANY (D&O): \$5,000                      EMPLOYMENT PRACTICE LIABILITY: \$25,000 INDIVIDUALIZED EDUCATION PLAN (IEP): \$10,000                      FIDUCIARY LIABILITY: \$0	D&O PER CLAIM AND AGGREGATE \$ 1,000,000 EPLI PER CLAIM AND AGGREGATE \$ 1,000,000 FIDUCIARY PER CLAIM AND AGGREGATE \$ 1,000,000 IEP SUBLIMIT PER CLAIM & AGGREGATE \$ 50,000
A	<b>PROFESSIONAL LIABILITY - LAYER 2</b> <input checked="" type="checkbox"/> DIRECTORS & OFFICERS & COMPANY (D&O) <input checked="" type="checkbox"/> EMPLOYMENT PRACTICE LIABILITY (EPLI)	PER CLAIM \$ 4,000,000 INDIVIDUAL MEMBER AGGREGATE \$ 4,000,000
A	<b>EMPLOYEE BENEFITS LIABILITY</b>	LAYER 1 \$ 1,000,000 LAYER 2 PER OCCURRENCE AND INDIVIDUAL MEMBER AGGREGATE \$ 4,000,000
G	<b>EXCESS LIABILITY</b> <input checked="" type="checkbox"/> GENERAL LIABILITY <input checked="" type="checkbox"/> AUTO LIABILITY <input checked="" type="checkbox"/> EDUCATORS' LEGAL LIABILITY <input checked="" type="checkbox"/> EMPLOYEE BENEFITS LIABILITY <input checked="" type="checkbox"/> EMPLOYERS' LIABILITY <input checked="" type="checkbox"/> D&O <input checked="" type="checkbox"/> EPLI	PER OCCURRENCE \$ 25,000,000 INDIVIDUAL MEMBER AGGREGATE \$ 25,000,000
A, C	<b>WORKERS' COMPENSATION AND EMPLOYERS' LIABILITY</b>  <b>Exposure Basis:</b> 177 Employees \$11,485,000.00 Annual Payroll	WORKERS' COMPENSATION STATUTORY E.L. PER ACCIDENT \$ 5,000,000 E.L. DISEASE - PER EMPLOYEE \$ 5,000,000 E.L. DISEASE - POLICY LIMIT \$ 5,000,000

A, E	<b>DOMESTIC TERRORISM</b>	PER CLAIM & JPA MEMBERS'	
		ANNUAL AGGREGATE	\$ 5,000,000
A, F	<b>STUDENT ACCIDENT</b> 104 week benefit period  <b>Exposure Basis:</b> 2,100 Students	PER INJURY	\$ 50,000
		ACCIDENT MAXIMUM	\$ 50,000
		ACCIDENTAL DEATH	\$ 15,000
		ACCIDENTAL DISMEMBERMENT	\$ 30,000
H	<b>CYBER LIABILITY</b>  DEDUCTIBLE: \$2,500 per claim	PER CLAIM	\$ 1,000,000
		JPA MEMBERS' ANNUAL AGGREGATE	\$ 5,000,000

### **INSURED SCHOOLS AND LOCATIONS**

**Summit Public Schools: Denali**

495 Mercury Drive  
Redwood City, CA 94085  
495 Mercury Drive, Redwood City, CA 94085

**Summit Public Schools: Shasta**

350 90th Street  
Daly City, CA 94015  
350 90th Street, Daly City, CA 94015

**Summit Public Schools K2**

1800 Elm Street  
El Cerrito, CA 94530  
1800 Elm Street, El Cerrito, CA 94530

**Summit Public Schools: Everest**

455 5th Avenue  
Attn: Bookeeping  
Redwood City, CA 94063  
455 5th Avenue, Redwood City, CA 94063

**Summit Public Schools: Rainier**

1750 S. White Road  
San Jose, CA 95127  
1750 S. White Road (Mt. Pleasant Site), San Jose, CA 95127

**Summit Public Schools: Tahoma**

14271 Story Road  
San Jose, CA 95127  
14271 Story Road, San Jose, CA 95127

### **SCHEDULE OF VEHICLES**

TOTAL VEHICLE VALUES: \$0





# Summit Public School: Seattle #2

## Attachment 25 Budget and Cash Flow Cash Flow Notes

*(Cash Flow Notes are included separately because the workbook template did not include space that was editable allowing them)*

## Cash Flow Notes

### SUMMARY

**Total Revenue**  
**Total Expenses**  
**Net Income**  
**Cash Flow Adjustments**  
**Beginning Cash Balance**  
**Ending Cash Balance**

### Description of Assumptions

### 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)  
Custom LOCAL SUPPORT - NON-TAX

#### TOTAL LOCAL SUPPORT - NON-TAX

#### 3000 - STATE REVENUE - GENERAL PURPOSE

3100 - Apportionment  
3121 - Special Education - General Apportionment  
Custom STATE REVENUE - GENERAL PURPOSE

Based on state apportionment schedule

#### TOTAL STATE REVENUE - GENERAL PURPOSE

#### 4000 - STATE REVENUE - SPECIAL PURPOSE

4121 - Special Education - State  
4155 - Learning Assistance  
4165 - Transitional Bilingual  
4174 - Highly Capable  
4199 - Transportation - Operations  
Custom STATE REVENUE - SPECIAL PURPOSE

Based on state apportionment schedule

Based on state apportionment schedule

Based on state apportionment schedule

Based on state apportionment schedule

Based on state apportionment schedule

#### 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

Total 5200 - General Purpose Direct Fed. Grants -  
Unassigned

Custom FEDERAL REVENUE - GENERAL PURPOSE

**TOTAL FEDERAL REVENUE - GENERAL PURPOSE**

**6000 - FEDERAL REVENUE - SPECIAL PURPOSE**

6100 - Special Purpose - OSPI Unassigned

6198 - School Food Services

Free Breakfast Reimbursement

Monthly reimbursements (2 months  
included in Sept - school opens Aug)

Reduced Breakfast Reimbursement

Monthly reimbursements (2 months  
included in Sept - school opens Aug)

Paid Breakfast Reimbursement

Monthly reimbursements (2 months  
included in Sept - school opens Aug)

Free Lunch Reimbursement

Monthly reimbursements (2 months  
included in Sept - school opens Aug)

Reduced Lunch Reimbursement

Monthly reimbursements (2 months  
included in Sept - school opens Aug)

Paid Lunch Reimbursement

Monthly reimbursements (2 months  
included in Sept - school opens Aug)

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

Home Office Grant

Grant given at beg of school year

**TOTAL OTHER ENTITIES**

**9000 - OTHER FINANCING SOURCES**

9500 - Long-Term Financing

9900 - Transfers

Custom OTHER FINANCING SOURCES

**TOTAL OTHER FINANCING SOURCES**

## TOTAL REVENUE

## EXPENSES

### ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management	
Instructional Management	
Deans, Directors & Coordinators	12 month salary
CFO / Director of Finance	
Operation / Business Manager	
Administrative Staff	12 month salary
Other - Administrative	

### TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS

### INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	11 month salary (Aug - June)
Teachers - SPED	11 month salary (Aug - June)
Substitute Teachers	11 month salary (Aug - June)
Teaching Assistants	
Specialty Teachers	
Aides	
Therapists & Counselors	
Other - Instructional	

### TOTAL INSTRUCTIONAL PERSONNEL COSTS

### NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse
Librarian
Custodian
Security
Other - Non-Instructional

### TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS

### TOTAL PERSONNEL EXPENSES

### PAYROLL TAXES AND BENEFITS

Social Security	Calculated per monthly payroll
Medicare	
State Unemployment	
Worker's Compensation Insurance	Paid quarterly
Federal Unemployment	
Custom Other Tax #2	
Health Insurance	Paid over 12 months
Dental Insurance	Paid over 12 months
Vision Insurance	Paid over 12 months
Life Insurance	Paid over 12 months
Retirement Contribution	Calculated per monthly payroll
Custom Fringe #1	
Custom Fringe #2	

**TOTAL PAYROLL TAXES AND BENEFITS**

**TOTAL PERSONNEL, TAX & BENEFIT EXPENSES**

**CONTRACTED SERVICES**

Accounting / Audit

Legal

Management Company Fee

Nurse Services

Food Service / School Lunch

Monthly invoices (two in Sept since school opens Aug)

Payroll Services

Special Ed Services

10 Month Contract

Titlement Services (i.e. Title I)

Authorizer Oversight Fee

4% of monthly base grant

Consultant Services

Erate consultant

Home Office Service Fee

Accrued monthly

**TOTAL CONTRACTED SERVICES**

**SCHOOL OPERATIONS**

Board Expenses

Classroom / Teaching Supplies & Materials

Front loaded expense

Special Ed Supplies & Materials

Front loaded expense

Textbooks / Workbooks

Front loaded expense

Supplies & Materials other

Front loaded expense

Equipment / Furniture

Front loaded expense

Telephone

Technology

Front loaded expense

Student Testing & Assessment

Field Trips

Transportation (student)

Student Services - other

Office Expense

Staff Development

Staff Recruitment

Student Recruitment / Marketing

School Meals / Lunch

Travel (Staff)

Fundraising

Software

Hospitality

Dues & Memberships

**TOTAL SCHOOL OPERATIONS**

**FACILITY OPERATION & MAINTENANCE**

Insurance

Janitorial Services

Building and Land Rent / Lease

Repairs & Maintenance  
Equipment / Furniture  
Security Services  
Utilities  
Custom Facilities Operations #1  
Custom Facilities Operations #2  
Custom Facilities Operations #3

**TOTAL FACILITY OPERATION & MAINTENANCE**

**RESERVES / CONTIGENCY**

**TOTAL EXPENSES**

**NET OPERATING INCOME (before Depreciation)**

**DEPRECIATION & AMORTIZATION**

**NET OPERATING INCOME (including Depreciation)**









## Summit Public Schools Seattle #2

### REVENUE AND EXPENSE ASSUMPTIONS

			2016-17	2017-18	2018-19	2019-20	2020-21	NOTES	
<b>ASSUMPTION KEY</b>									
1 PER STUDENT									
2 PER STAFF									
3 PER SCHOOL									
<b>REVENUE</b>			Enter the % increase below for which the amount entered in column F should increase each year.						
<b>1000 - LOCAL TAXES</b>									
1100 - Local Property Tax	1	1,615.00	-100.00%	-100.00%	-100.00%	1.00E+18	100.00%	Forecasted Seattle levy based on OSPI 12-13	
1900 - Other Local Taxes		-	0.00%	0.00%	0.00%	0.00%	0.00%		
Custom LOCAL TAXES		-	0.00%	0.00%	0.00%	0.00%	0.00%		
<b>TOTAL LOCAL TAXES</b>									
<b>2000 - LOCAL SUPPORT - NON-TAX</b>									
2200 - Sale Of Goods, Supplies, & Services - Unassigned		-	0.00%	0.00%	0.00%	0.00%	0.00%		
2500 - Gifts Grants, and Donations (Local)		-	0.00%	0.00%	0.00%	0.00%	0.00%		
Custom LOCAL SUPPORT - NON-TAX		-	0.00%	0.00%	0.00%	0.00%	0.00%		
<b>TOTAL LOCAL SUPPORT - NON-TAX</b>									
<b>3000 - STATE REVENUE - GENERAL PURPOSE</b>									
3100 - Apportionment	1	5,937.00	0.00%	0.00%	0.00%	0.00%	0.00%	From commission, 3/15	
3121 - Special Education - General Apportionment		-	0.00%	0.00%	0.00%	0.00%	0.00%		
Custom STATE REVENUE - GENERAL PURPOSE		-	0.00%	0.00%	0.00%	0.00%	0.00%		
<b>TOTAL STATE REVENUE - GENERAL PURPOSE</b>									
<b>4000 - STATE REVENUE - SPECIAL PURPOSE</b>									
4121 - Special Education - State	1	5,264.73	0.00%	0.00%	0.00%	0.00%	0.00%	93% of base grant based on guidance from	
4155 - Learning Assistance	1	471.00	0.00%	-50.00%	0.00%	0.00%	100.00%	From commission, 3/15	
4165 - Transitional Bilingual	1	1,052.00	0.00%	0.00%	0.00%	0.00%	0.00%	From commission, 3/15	
4174 - Highly Capable	1	423.00	0.00%	0.00%	0.00%	0.00%	0.00%	Commision 3/15. Capped at 2.3% of ADA	
4199 - Transportation - Operations	1	1,500.00	0.00%	0.00%	0.00%	0.00%	0.00%	From commission, 3/15	
Custom STATE REVENUE - SPECIAL PURPOSE		-	0.00%	0.00%	0.00%	0.00%	0.00%		
<b>TOTAL STATE REVENUE - SPECIAL PURPOSE</b>									
<b>5000 - FEDERAL REVENUE - GENERAL PURPOSE</b>									
5200 - General Purpose Direct Fed. Grants - Unassigned		-	0.00%	0.00%	0.00%	0.00%	0.00%		
Title I	1	400.00	-100.00%	99999950.00%	0.00%	0.00%	0.00%	Based on historical rates.	
Title II		-	0.00%	0.00%	0.00%	0.00%	0.00%		
Title III		-	0.00%	0.00%	0.00%	0.00%	0.00%		
IDEA Funding	1	1,200.00	-100.00%	100000000.00%	0.00%	0.00%	0.00%	Based on historical rates. Could go as high as	
CSP		-	0.00%	0.00%	0.00%	0.00%	0.00%		
Total 5200 - General Purpose Direct Fed. Grants - Unassigned		-							
Custom FEDERAL REVENUE - GENERAL PURPOSE		-	0.00%	0.00%	0.00%	0.00%	0.00%		
<b>TOTAL FEDERAL REVENUE - GENERAL PURPOSE</b>									
<b>6000 - FEDERAL REVENUE - SPECIAL PURPOSE</b>									
6100 - Special Purpose - OSPI Unassigned		-	0.00%	0.00%	0.00%	0.00%	0.00%		
6198 - School Food Services		-	0.00%	0.00%	0.00%	0.00%	0.00%		
Free Breakfast Reimbursement	1	1.80	0.00%	0.00%	0.00%	0.00%	0.00%	<a href="http://www.k12.wa.us/ChildNutrition/Programs">http://www.k12.wa.us/ChildNutrition/Programs</a>	
Reduced Breakfast Reimbursement	1	1.80	0.00%	0.00%	0.00%	0.00%	0.00%	<a href="http://www.k12.wa.us/ChildNutrition/Programs">http://www.k12.wa.us/ChildNutrition/Programs</a>	
Paid Breakfast Reimbursement	1	0.28	0.00%	0.00%	0.00%	0.00%	0.00%	<a href="http://www.k12.wa.us/ChildNutrition/Programs">http://www.k12.wa.us/ChildNutrition/Programs</a>	
Free Lunch Reimbursement	1	2.98	0.00%	0.00%	0.00%	0.00%	0.00%	<a href="http://www.k12.wa.us/ChildNutrition/Programs">http://www.k12.wa.us/ChildNutrition/Programs</a>	
Reduced Lunch Reimbursement	1	2.58	0.00%	0.00%	0.00%	0.00%	0.00%	<a href="http://www.k12.wa.us/ChildNutrition/Programs">http://www.k12.wa.us/ChildNutrition/Programs</a>	
Paid Lunch Reimbursement	1	0.28	0.00%	0.00%	0.00%	0.00%	0.00%	<a href="http://www.k12.wa.us/ChildNutrition/Programs">http://www.k12.wa.us/ChildNutrition/Programs</a>	
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%		
<b>TOTAL FEDERAL REVENUE - SPECIAL PURPOSE</b>									
<b>7000 - OTHER SCHOOL DISTRICTS</b>									
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%		
<b>TOTAL OTHER SCHOOL DISTRICTS</b>									
<b>8000 - OTHER ENTITIES</b>									
8100 - Governmental Entities		-	0.00%	0.00%	0.00%	0.00%	0.00%		
8200 - Private Foundations		-	0.00%	-24.19%	-4.33%	-84.19%	-54.08%		
8500 - Educational Service Districts		-	0.00%	0.00%	0.00%	0.00%	0.00%		
Home Office Grant	3	1,599,120.56	0.00%	-29.90%	-1.90%	-75.07%	-58.45%	Start up grant, lowers significantly after year 3	
<b>TOTAL OTHER ENTITIES</b>									

Summit Public Schools Seattle #2

REVENUE AND EXPENSE ASSUMPTIONS

2016-17      2017-18      2018-19      2019-20      2020-21      NOTES

ASSUMPTION KEY	
1	PER STUDENT
2	PER STAFF
3	PER SCHOOL

9000 - OTHER FINANCING SOURCES

9500 - Long-Term Financing

9900 - Transfers

Custom OTHER FINANCING SOURCES

TOTAL OTHER FINANCING SOURCES

TOTAL REVENUE

	-	0.00%	0.00%	0.00%	0.00%	0.00%
	-	0.00%	0.00%	0.00%	0.00%	0.00%
	-	0.00%	0.00%	0.00%	0.00%	0.00%



## Summit Public Schools Seattle #2

### REVENUE AND EXPENSE ASSUMPTIONS

		2016-17	2017-18	2018-19	2019-20	2020-21	NOTES
<b>ASSUMPTION KEY</b>							
1	PER STUDENT						
2	PER STAFF						
3	PER SCHOOL						
<b>SCHOOL OPERATIONS</b>							
Board Expenses	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Classroom / Teaching Supplies & Materials	1 15.00	0.00%	0.00%	0.00%	0.00%	0.00%	Based on historical data
Special Ed Supplies & Materials	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Textbooks / Workbooks	1 15.00	0.00%	0.00%	0.00%	0.00%	0.00%	All curriculum online (no large textbook
Supplies & Materials other	2 941.30	0.00%	-17.29%	-6.88%	-2.75%	-0.37%	Shared lab equipment. \$15/ year consumables.
Equipment / Furniture	3 90,000.00	0.00%	-11.11%	0.00%	-50.00%	-95.00%	Front loaded expense to furnish school initially
Telephone	3 19,460.00	0.00%	0.00%	0.00%	4.62%	0.00%	Internet and phone
Technology	3 364,000.00	0.00%	-31.32%	0.00%	0.00%	0.00%	For infrastructure and 1:1 devices. 2 year
Student Testing & Assessment	1 29.26	0.00%	-8.02%	-2.92%	-0.86%	0.00%	Based on historical data
Field Trips	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Transportation (student)	1 675.00	0.00%	0.00%	0.00%	0.00%	0.00%	Simple net zero of revenues
Student Services - other	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Office Expense	3 11,150.00	0.00%	27.44%	21.11%	8.54%	0.00%	Based on historical data
Staff Development	2 15.00	0.00%	0.00%	0.00%	0.00%	0.00%	Based on historical data
Staff Recruitment	3 2,000.00	0.00%	0.00%	0.00%	0.00%	0.00%	Fingerprints, recruitment etc.
Student Recruitment / Marketing	3 15,000.00	0.00%	-66.67%	0.00%	0.00%	0.00%	Initial spike in expense for new school
School Meals / Lunch	3 8,000.00	0.00%	0.00%	0.00%	0.00%	0.00%	Expected \$8,000 loss on school meal ops per
Travel (Staff)	3 1,500.00	0.00%	33.33%	50.00%	0.00%	0.00%	
Fundraising	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Software	1 33.79	0.00%	-20.84%	-8.83%	-2.76%	0.00%	Illuminate, Show Evidence, Item Bank,
Hospitality	3 1,000.00	0.00%	50.00%	33.33%	0.00%	0.00%	Misc hospitality
Dues & Memberships	3 2,500.00	0.00%	0.00%	0.00%	0.00%	0.00%	Based on historical data
<b>TOTAL SCHOOL OPERATIONS</b>							
<b>FACILITY OPERATION &amp; MAINTENANCE</b>							
Insurance	1 45.00	0.00%	0.00%	0.00%	0.00%	0.00%	JPA
Janitorial Services	3 40,000.00	0.00%	0.00%	25.00%	0.00%	20.00%	Based on historical data
Building and Land Rent / Lease	3 516,200.00	0.00%	0.00%	0.00%	0.00%	0.00%	Based on initial per student projections for
Repairs & Maintenance	3 2,500.00	0.00%	0.00%	0.00%	0.00%	0.00%	Misc
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	-	0.00%	0.00%	0.00%	0.00%	0.00%	
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%	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>							
<b>RESERVES / CONTINGENCY</b>							
	-	0.00%	0.00%	0.00%	0.00%	0.00%	
<b>TOTAL EXPENSES</b>							
<b>NET OPERATING INCOME (before Depreciation)</b>							
<b>DEPRECIATION &amp; AMORTIZATION</b>							
	-	0.00%	0.00%	0.00%	0.00%	0.00%	For cash stability, we target a Fund Balance of 3 months of operating expenses or \$1M
<b>NET OPERATING INCOME (including Depreciation)</b>							

**Summit Public Schools Seattle #2**  
**PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

<b>SUMMARY</b>	
<b>Total Revenue</b>	
<b>Total Expenses</b>	
<b>Net Income</b>	
<b>Revenue Per Pupil</b>	
<b>Expenses Per Pupil</b>	

	3,297,588	4,566,572	6,209,802	7,349,771	8,423,218
	2,954,762	4,402,656	6,045,243	7,255,314	7,748,070
	342,827	163,917	164,560	94,457	675,148
	15,703	11,030	10,114	10,323	11,830
	14,070	10,634	9,846	10,190	10,882

Description of Assumptions

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	2016-17	2017-18	2018-19	2019-20	2020-21

**REVENUE**

**1000 - LOCAL TAXES**

1100 - Local Property Tax	0	0	0	1,149,880	2,299,760	Forecasted Seattle levy based on OSPI 12-13 Data and
1900 - Other Local Taxes	-	-	-	-	-	
Custom LOCAL TAXES	-	-	-	-	-	
<b>TOTAL LOCAL TAXES</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 1,149,880</b>	<b>\$ 2,299,760</b>	

**2000 - LOCAL SUPPORT - NON-TAX**

2200 - Sale Of Goods, Supplies, & Services - Unassigned	-	-	-	-	-	
2500 - Gifts Grants, and Donations (Local)	-	-	-	-	-	
Custom LOCAL SUPPORT - NON-TAX	-	-	-	-	-	
<b>TOTAL LOCAL SUPPORT - NON-TAX</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	

**3000 - STATE REVENUE - GENERAL PURPOSE**

3100 - Apportionment	1,246,770	2,457,918	3,645,318	4,227,144	4,227,144	From commission, 3/15
3121 - Special Education - General Apportionment	-	-	-	-	-	
Custom STATE REVENUE - GENERAL PURPOSE	-	-	-	-	-	
<b>TOTAL STATE REVENUE - GENERAL PURPOSE</b>	<b>\$ 1,246,770</b>	<b>\$ 2,457,918</b>	<b>\$ 3,645,318</b>	<b>\$ 4,227,144</b>	<b>\$ 4,227,144</b>	

**4000 - STATE REVENUE - SPECIAL PURPOSE**

4121 - Special Education - State	140,410	276,809	410,533	476,058	476,058	93% of base grant based on guidance from Julia 5/13.
4155 - Learning Assistance	49,455	48,749	72,299	83,838	167,676	From commission, 3/15
4165 - Transitional Bilingual	22,092	43,553	64,593	74,902	74,902	From commission, 3/15
4174 - Highly Capable	2,056	4,052	6,010	6,969	6,969	From commission, 3/15
4199 - Transportation - Operations	141,750	279,450	414,450	480,600	480,600	From commission, 3/15
Custom STATE REVENUE - SPECIAL PURPOSE	-	-	-	-	-	
<b>TOTAL STATE REVENUE - SPECIAL PURPOSE</b>	<b>\$ 355,763</b>	<b>\$ 652,613</b>	<b>\$ 967,884</b>	<b>\$ 1,122,368</b>	<b>\$ 1,206,206</b>	

**5000 - FEDERAL REVENUE - GENERAL PURPOSE**

5200 - General Purpose Direct Fed. Grants - Unassigned	-	-	-	-	-	
Title I	0	82,800	122,800	142,400	142,400	Based on historical rates.
Title II	-	-	-	-	-	
Title III	-	-	-	-	-	
IDEA Funding	0	63,094	93,574	108,509	108,509	Based on historical rates. Could go as high as \$1800
CSP	-	-	-	-	-	
Total 5200 - General Purpose Direct Fed. Grants - Unassigned	<b>\$ 0</b>	<b>\$ 145,894</b>	<b>\$ 216,374</b>	<b>\$ 250,909</b>	<b>\$ 250,909</b>	
Custom FEDERAL REVENUE - GENERAL PURPOSE	-	-	-	-	-	
<b>TOTAL FEDERAL REVENUE - GENERAL PURPOSE</b>	<b>\$ 0</b>	<b>\$ 145,894</b>	<b>\$ 216,374</b>	<b>\$ 250,909</b>	<b>\$ 250,909</b>	

**6000 - FEDERAL REVENUE - SPECIAL PURPOSE**

6100 - Special Purpose - OSPI Unassigned	-	-	-	-	-	
6198 - School Food Services	-	-	-	-	-	
Free Breakfast Reimbursement	26,263	51,776	76,789	89,046	89,046	Net zero with expenses
Reduced Breakfast Reimbursement	6,566	12,944	19,197	22,261	22,261	Net zero with expenses
Paid Breakfast Reimbursement	5,107	10,068	14,931	17,314	17,314	Net zero with expenses
Free Lunch Reimbursement	43,481	85,719	127,129	147,420	147,420	Net zero with expenses
Reduced Lunch Reimbursement	9,411	18,553	27,516	31,908	31,908	Net zero with expenses
Paid Lunch Reimbursement	5,107	10,068	14,931	17,314	17,314	Net zero with expenses
Snack Reimbursement	-	-	-	-	-	
Total 6198 - School Food Services	<b>\$ 95,935</b>	<b>\$ 189,128</b>	<b>\$ 280,494</b>	<b>\$ 325,264</b>	<b>\$ 325,264</b>	
Custom FEDERAL REVENUE - SPECIAL PURPOSE	-	-	-	-	-	
<b>TOTAL FEDERAL REVENUE - SPECIAL PURPOSE</b>	<b>\$ 95,935</b>	<b>\$ 189,128</b>	<b>\$ 280,494</b>	<b>\$ 325,264</b>	<b>\$ 325,264</b>	

**7000 - OTHER SCHOOL DISTRICTS**

7100 - Program Participation, Unassigned	-	-	-	-	-	
Custom OTHER SCHOOL DISTRICTS	-	-	-	-	-	
<b>TOTAL OTHER SCHOOL DISTRICTS</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	

**8000 - OTHER ENTITIES**

8100 - Governmental Entities	-	-	-	-	-	
8200 - Private Foundations	-	-	-	-	-	
8500 - Educational Service Districts	-	-	-	-	-	
Home Office Grant	1,599,121	1,121,020	1,099,732	274,207	113,936	Start up grant, lower significantly after year 3
<b>TOTAL OTHER ENTITIES</b>	<b>\$ 1,599,121</b>	<b>\$ 1,121,020</b>	<b>\$ 1,099,732</b>	<b>\$ 274,207</b>	<b>\$ 113,936</b>	



**Summit Public Schools Seattle #2**  
**PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

<b>SUMMARY</b>					
<b>Total Revenue</b>	3,297,588	4,566,572	6,209,802	7,349,771	8,423,218
<b>Total Expenses</b>	2,954,762	4,402,656	6,045,243	7,255,314	7,748,070
<b>Net Income</b>	342,827	163,917	164,560	94,457	675,148
<b>Revenue Per Pupil</b>	15,703	11,030	10,114	10,323	11,830
<b>Expenses Per Pupil</b>	14,070	10,634	9,846	10,190	10,882

Description of Assumptions

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
2016-17	2017-18	2018-19	2019-20	2020-21

**9000 - OTHER FINANCING SOURCES**

9500 - Long-Term Financing	-	-	-	-	-
9900 - Transfers	-	-	-	-	-
Custom OTHER FINANCING SOURCES	-	-	-	-	-
<b>TOTAL OTHER FINANCING SOURCES</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>TOTAL REVENUE</b>	<b>\$ 3,297,588</b>	<b>\$ 4,566,572</b>	<b>\$ 6,209,802</b>	<b>\$ 7,349,771</b>	<b>\$ 8,423,218</b>

**Summit Public Schools Seattle #2**  
**PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

<b>SUMMARY</b>						<u>Description of Assumptions</u>
Total Revenue	3,297,588	4,566,572	6,209,802	7,349,771	8,423,218	
Total Expenses	2,954,762	4,402,656	6,045,243	7,255,314	7,748,070	
Net Income	342,827	163,917	164,560	94,457	675,148	
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Expenses Per Pupil	14,070	10,634	9,846	10,190	10,882	

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	
	2016-17	2017-18	2018-19	2019-20	2020-21	
<b>EXPENSES</b>						
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>						
Executive Management	-	-	-	-	-	
Instructional Management	-	-	-	-	-	
Deans, Directors & Coordinators	112,750	210,125	333,836	342,182	452,563	Assistant director added year 2 and 5; 2nd executive director
CFO / Director of Finance	-	-	-	-	-	
Operation / Business Manager	-	-	-	-	-	
Administrative Staff	56,375	57,784	59,229	121,419	124,455	2nd office manager added year 4
Other - Administrative	-	-	-	-	-	
<b>TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	<b>\$ 169,125</b>	<b>\$ 267,909</b>	<b>\$ 393,065</b>	<b>\$ 463,601</b>	<b>\$ 577,018</b>	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>						
Teachers - Regular	680,344	1,394,705	2,064,938	2,442,186	2,503,241	
Teachers - SPED	60,475	123,974	190,610	293,062	300,389	
Substitute Teachers	24,190	30,993	31,768	39,075	53,402	
Teaching Assistants	-	-	-	-	-	
Specialty Teachers	-	-	-	-	-	
Aides	-	-	-	-	-	
Therapists & Counselors	-	-	-	-	-	
Other - Instructional	-	-	-	-	-	
<b>TOTAL INSTRUCTIONAL PERSONNEL COSTS</b>	<b>\$ 765,009</b>	<b>\$ 1,549,672</b>	<b>\$ 2,287,316</b>	<b>\$ 2,774,323</b>	<b>\$ 2,857,032</b>	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>						
Nurse	-	-	-	-	-	
Librarian	-	-	-	-	-	
Custodian	-	-	-	-	-	
Security	-	-	-	-	-	
Other - Non-Instructional	-	-	-	-	-	
<b>TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>TOTAL PERSONNEL EXPENSES</b>	<b>\$ 934,134</b>	<b>\$ 1,817,581</b>	<b>\$ 2,680,381</b>	<b>\$ 3,237,925</b>	<b>\$ 3,434,050</b>	
<b>PAYROLL TAXES AND BENEFITS</b>						
Social Security	58,383	113,599	167,524	202,370	214,628	6.25% in addition to retirement
Medicare	-	-	-	-	-	Exempt
State Unemployment	11,592	22,005	31,529	37,460	38,393	Funded at 2% of first \$39K wages/ employee
Worker's Compensation Insurance	7,431	14,106	20,211	24,013	24,611	\$500 per FTE
Federal Unemployment	1,248	2,370	3,395	4,034	4,135	\$84 per FTE
Custom Other Tax #2	-	-	-	-	-	
Health Insurance	103,929	219,672	349,907	462,599	525,859	Assumes 10% increase in employer expenses.
Dental Insurance	9,341	18,176	26,804	32,379	34,341	
Vision Insurance	4,671	9,088	13,402	16,190	17,170	
Life Insurance	4,671	9,088	13,402	16,190	17,170	
Retirement Contribution	61,186	119,052	175,565	212,084	224,930	403b: Assumes 6.55% employer contribution
Custom Fringe #1	-	-	-	-	-	
Custom Fringe #2	-	-	-	-	-	
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>\$ 262,452</b>	<b>\$ 527,155</b>	<b>\$ 801,740</b>	<b>\$ 1,007,319</b>	<b>\$ 1,101,236</b>	
<b>TOTAL PERSONNEL, TAX &amp; BENEFIT EXPENSES</b>	<b>\$ 1,196,586</b>	<b>\$ 2,344,737</b>	<b>\$ 3,482,121</b>	<b>\$ 4,245,244</b>	<b>\$ 4,535,287</b>	
<b>CONTRACTED SERVICES</b>						
Accounting / Audit	-	-	-	-	-	
Legal	10,000	5,000	5,000	5,000	5,000	General. Regional office also has a legal budget
Management Company Fee	-	-	-	-	-	
Nurse Services	-	-	-	-	-	
Food Service / School Lunch	95,935	189,128	280,494	325,264	325,264	Net zero of revenues
Payroll Services	-	-	-	-	-	
Special Ed Services	23,531	46,389	68,799	79,780	79,780	Based on historical rates at SPS schools. Includes speech and
Titlement Services (i.e. Title I)	-	-	-	-	-	
Authorizer Oversight Fee	49,871	98,317	145,813	215,081	261,076	3% of base grant + levy
Consultant Services	780	780	780	780	780	Erate consultant
Home Office Service Fee	320,000	420,000	583,251	860,324	1,044,305	SPS Service Fee for Technology, HR, Finance, Data,
<b>TOTAL CONTRACTED SERVICES</b>	<b>\$ 500,116</b>	<b>\$ 759,613</b>	<b>\$ 1,084,137</b>	<b>\$ 1,486,228</b>	<b>\$ 1,716,204</b>	

**Summit Public Schools Seattle #2**  
**PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

<b>SUMMARY</b>						
	3,297,588	4,566,572	6,209,802	7,349,771	8,423,218	<u>Description of Assumptions</u>
<b>Total Revenue</b>						
<b>Total Expenses</b>	2,954,762	4,402,656	6,045,243	7,255,314	7,748,070	
<b>Net Income</b>	342,827	163,917	164,560	94,457	675,148	
<b>Revenue Per Pupil</b>	15,703	11,030	10,114	10,323	11,830	
<b>Expenses Per Pupil</b>	14,070	10,634	9,846	10,190	10,882	

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	
	2016-17	2017-18	2018-19	2019-20	2020-21	
<b>SCHOOL OPERATIONS</b>						
Board Expenses	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	3,150	6,210	9,210	10,680	10,680	\$15/student
Special Ed Supplies & Materials	-	-	-	-	-	Based on historical rates at SPS schools. Includes speech and
Textbooks / Workbooks	3,150	6,210	9,210	10,680	10,680	\$15/student
Supplies & Materials other	13,790	21,800	29,000	33,560	34,280	\$600/FTE + \$5000 misc
Equipment / Furniture	90,000	80,000	80,000	40,000	2,000	Expenses frontloaded as enrollment expands
Telephone	19,460	19,460	19,460	20,360	20,360	Internet/Phone - Erate
Technology	364,000	250,000	250,000	250,000	250,000	For infrastructure and 1:1 devices. 2 year replacement rate.
Student Testing & Assessment	6,145	11,143	16,043	18,444	18,444	MAP and EPAS + \$1K misc. exp
Field Trips	-	-	-	-	-	
Transportation (student)	141,750	279,450	414,450	480,600	480,600	Net zero of revenues
Student Services - other	-	-	-	-	-	
Office Expense	11,150	14,210	17,210	18,680	18,680	Copier expense + \$15/student postage/delivery
Staff Development	220	420	600	714	732	\$15/FTE
Staff Recruitment	2,000	2,000	2,000	2,000	2,000	Fingerprints, recruitment etc.
Student Recruitment / Marketing	15,000	5,000	5,000	5,000	5,000	Includes signage and gear and collateral
School Meals / Lunch	8,000	8,000	8,000	8,000	8,000	Assumes \$8k loss per year
Travel (Staff)	1,500	2,000	3,000	3,000	3,000	Based on historical spending
Fundraising	-	-	-	-	-	
Software	7,095	11,073	14,973	16,884	16,884	Per student cost drops with economies of scale
Hospitality	1,000	1,500	2,000	2,000	2,000	Misc hospitality
Dues & Memberships	2,500	2,500	2,500	2,500	2,500	Membership to diff organizations
<b>TOTAL SCHOOL OPERATIONS</b>	<b>\$ 689,910</b>	<b>\$ 720,976</b>	<b>\$ 882,655</b>	<b>\$ 923,101</b>	<b>\$ 885,839</b>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>						
Insurance	9,450	18,630	27,630	32,040	32,040	\$45 per student
Janitorial Services	40,000	40,000	50,000	50,000	60,000	Costs increase as more classrooms are used/cleaned
Building and Land Rent / Lease	516,200	516,200	516,200	516,200	516,200	Based on initial per student projections for Seattle 1 - \$725
Repairs & Maintenance	2,500	2,500	2,500	2,500	2,500	
Equipment / Furniture	-	-	-	-	-	
Security Services	-	-	-	-	-	
Utilities	-	-	-	-	-	
Custom Facilities Operations #1	-	-	-	-	-	
Custom Facilities Operations #2	-	-	-	-	-	
Custom Facilities Operations #3	-	-	-	-	-	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>\$ 568,150</b>	<b>\$ 577,330</b>	<b>\$ 596,330</b>	<b>\$ 600,740</b>	<b>\$ 610,740</b>	
<b>RESERVES / CONTINGENCY</b>						
	-	-	-	-	-	
<b>TOTAL EXPENSES</b>	<b>\$ 2,954,762</b>	<b>\$ 4,402,656</b>	<b>\$ 6,045,243</b>	<b>\$ 7,255,314</b>	<b>\$ 7,748,070</b>	
<b>NET OPERATING INCOME (before Depreciation)</b>	<b>\$ 342,827</b>	<b>\$ 163,917</b>	<b>\$ 164,560</b>	<b>\$ 94,457</b>	<b>\$ 675,148</b>	operating expenses or \$1MK
<b>DEPRECIATION &amp; AMORTIZATION</b>						
	-	-	-	-	-	
<b>NET OPERATING INCOME (including Depreciation)</b>	<b>\$ 342,827</b>	<b>\$ 163,917</b>	<b>\$ 164,560</b>	<b>\$ 94,457</b>	<b>\$ 675,148</b>	

**Summit Public Schools Seattle #2**  
**PROJECTED START-UP BUDGET / OPERATING PLAN**  
**FOR INITIAL CHARTER PERIOD**

SUMMARY	
Total Revenue	307,470
Total Expenses	278,181
Net Income	29,289
Revenue Per Pupil	
Expenses Per Pupil	

Description of Assumptions

Start-Up Period
--------------------

REVENUE	
<b>1000 - LOCAL TAXES</b>	
1100 - Local Property Tax	-
1900 - Other Local Taxes	-
Custom LOCAL TAXES	-
<b>TOTAL LOCAL TAXES</b>	<b>\$ -</b>
<b>2000 - LOCAL SUPPORT - NON-TAX</b>	
2200 - Sale Of Goods, Supplies, & Services - Unassigned	-
2500 - Gifts Grants, and Donations (Local)	-
Custom LOCAL SUPPORT - NON-TAX	-
<b>TOTAL LOCAL SUPPORT - NON-TAX</b>	<b>\$ -</b>
<b>3000 - STATE REVENUE - GENERAL PURPOSE</b>	
3100 - Apportionment	-
3121 - Special Education - General Apportionment	-
Custom STATE REVENUE - GENERAL PURPOSE	-
<b>TOTAL STATE REVENUE - GENERAL PURPOSE</b>	<b>\$ -</b>
<b>4000 - STATE REVENUE - SPECIAL PURPOSE</b>	
4121 - Special Education - State	-
4155 - Learning Assistance	-
4165 - Transitional Bilingual	-
4174 - Highly Capable	-
4199 - Transportation - Operations	-
Custom STATE REVENUE - SPECIAL PURPOSE	-
<b>TOTAL STATE REVENUE - SPECIAL PURPOSE</b>	<b>\$ -</b>
<b>5000 - FEDERAL REVENUE - GENERAL PURPOSE</b>	
5200 - General Purpose Direct Fed. Grants - Unassigned	-
Title I	-
Title II	-
Title III	-
IDEA Funding	-
CSP	-
Total 5200 - General Purpose Direct Fed. Grants - Unassigned	-
Custom FEDERAL REVENUE - GENERAL PURPOSE	-
<b>TOTAL FEDERAL REVENUE - GENERAL PURPOSE</b>	<b>\$ -</b>
<b>6000 - FEDERAL REVENUE - SPECIAL PURPOSE</b>	
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	-
<b>TOTAL FEDERAL REVENUE - SPECIAL PURPOSE</b>	<b>\$ -</b>
<b>7000 - OTHER SCHOOL DISTRICTS</b>	
7100 - Program Participation, Unassigned	-
Custom OTHER SCHOOL DISTRICTS	-
<b>TOTAL OTHER SCHOOL DISTRICTS</b>	<b>\$ -</b>
<b>8000 - OTHER ENTITIES</b>	
8100 - Governmental Entities	-
8200 - Private Foundations	-
8500 - Educational Service Districts	-
Home Office Grant	307,470
<b>TOTAL OTHER ENTITIES</b>	<b>\$ 307,470</b>
<b>9000 - OTHER FINANCING SOURCES</b>	
9500 - Long-Term Financing	-

Start up grant from SPS Home Office

**Summit Public Schools Seattle #2**  
**PROJECTED START-UP BUDGET / OPERATING PLAN**  
**FOR INITIAL CHARTER PERIOD**

SUMMARY	
Total Revenue	307,470
Total Expenses	278,181
Net Income	29,289
Revenue Per Pupil	
Expenses Per Pupil	
	Start-Up Period
9900 - Transfers	-
Custom OTHER FINANCING SOURCES	-
<b>TOTAL OTHER FINANCING SOURCES</b>	<b>\$ -</b>
<b>TOTAL REVENUE</b>	<b>\$ 307,470</b>

Description of Assumptions

**Summit Public Schools Seattle #2**  
**PROJECTED START-UP BUDGET / OPERATING PLAN**  
**FOR INITIAL CHARTER PERIOD**

**SUMMARY**

Total Revenue	307,470
Total Expenses	278,181
Net Income	29,289
Revenue Per Pupil	
Expenses Per Pupil	

Description of Assumptions

Start-Up  
Period

**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

Executive Management	-
Instructional Management	-
Deans, Directors & Coordinators	97,000
CFO / Director of Finance	-
Operation / Business Manager	-
Administrative Staff	-
Other - Administrative	-

Base salary for Year 0 Executive Director

**TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS**      **\$ 97,000**

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	-
Teachers - SPED	-
Substitute Teachers	-
Teaching Assistants	-
Specialty Teachers	-
Aides	-
Therapists & Counselors	-
Other - Instructional	-

**TOTAL INSTRUCTIONAL PERSONNEL COSTS**      **\$ -**

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	-
Librarian	-
Custodian	-
Security	-
Other - Non-Instructional	-

**TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS**      **\$ -**

**TOTAL PERSONNEL EXPENSES**

**\$ 97,000**

**PAYROLL TAXES AND BENEFITS**

Social Security	6,063
Medicare	-
State Unemployment	780
Worker's Compensation Insurance	500
Federal Unemployment	84
Custom Other Tax #2	-
Health Insurance	6,357
Dental Insurance	571
Vision Insurance	286
Life Insurance	286
Retirement Contribution	6,354
Custom Fringe #1	-
Custom Fringe #2	-

Funded at 6.2%

Funded at 2% of first \$39K wages/ employee  
\$500/FTE

403b: Assumes 6.55% employer contribution

**TOTAL PAYROLL TAXES AND BENEFITS**      **\$ 21,281**

**TOTAL PERSONNEL, TAX & BENEFIT EXPENSES**

**\$ 118,281**

**CONTRACTED SERVICES**

Accounting / Audit	-
Legal	15,000
Management Company Fee	-
Nurse Services	-
Food Service / School Lunch	-
Payroll Services	-
Special Ed Services	-
Titlement Services (i.e. Title I)	-
Authorizer Oversight Fee	-
Consultant Services	-
Home Office Service Fee	100,000

Misc. school-specific start-up costs

To SPS Regional and Central Office for start-up development including budgeting

**TOTAL CONTRACTED SERVICES**      **\$ 115,000**

**Summit Public Schools Seattle #2**  
**PROJECTED START-UP BUDGET / OPERATING PLAN**  
**FOR INITIAL CHARTER PERIOD**

SUMMARY	
Total Revenue	307,470
Total Expenses	278,181
Net Income	29,289
Revenue Per Pupil	
Expenses Per Pupil	

Description of Assumptions

Start-Up Period
--------------------

**SCHOOL OPERATIONS**

Board Expenses	-	
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	2,000	Start up supplies
Equipment / Furniture	-	
Telephone	2,400	Internet/phone
Technology	3,000	Computer , video conferencing hardware, basic software
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	1,000	Start-up office supplies
Staff Development	-	
Staff Recruitment	1,500	Fingerprinting, CPR etc. Recruiting and hiring fees included in SPS Service Fee
Student Recruitment / Marketing	30,000	For website development, collateral, recruiting events and advertisements
School Meals / Lunch	-	
Travel (Staff)	5,000	Professional development within WA and in CA
Fundraising	-	
Software	-	
Hospitality	-	
Dues & Memberships	-	
<b>TOTAL SCHOOL OPERATIONS</b>	<b>\$ 44,900</b>	

**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	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>\$ -</b>

**RESERVES / CONTIGENCY**

	-
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**TOTAL EXPENSES** **\$ 278,181**

**NET OPERATING INCOME (before Depreciation)** **\$ 29,289**

**DEPRECIATION & AMORTIZATION** -

**NET OPERATING INCOME (including Depreciation)** **\$ 29,289**



**Summit Public Schools Seattle #2**  
**PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

<b>SUMMARY</b>							
<b>Total Revenue</b>	307,470						307,470
<b>Total Expenses</b>	105,189	14,598	14,598	14,598	14,598	114,598	278,181
<b>Net Income</b>	202,281	(14,598)	(14,598)	(14,598)	(14,598)	(114,598)	29,289
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	202,281	187,683	173,084	158,486	143,887	-
<b>Ending Cash Balance</b>	202,281	187,683	173,084	173,084	158,486	143,887	29,289

CHECK vs. Budget  
(Must Be Zero)

Description of Assumptions

March	April	May	June	July	August	TOTAL
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<b>REVENUE</b>							
<b>1000 - LOCAL TAXES</b>							
1100 - Local Property Tax	-	-	-	-	-	-	-
1900 - Other Local Taxes	-	-	-	-	-	-	-
Custom LOCAL TAXES	-	-	-	-	-	-	-
<b>TOTAL LOCAL TAXES</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>2000 - LOCAL SUPPORT - NON-TAX</b>							
2200 - Sale Of Goods, Supplies, & Services - Unassigned	-	-	-	-	-	-	-
2500 - Gifts Grants, and Donations (Local)	-	-	-	-	-	-	-
Custom LOCAL SUPPORT - NON-TAX	-	-	-	-	-	-	-
<b>TOTAL LOCAL SUPPORT - NON-TAX</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>3000 - STATE REVENUE - GENERAL PURPOSE</b>							
3100 - Apportionment	-	-	-	-	-	-	-
3121 - Special Education - General Apportionment	-	-	-	-	-	-	-
Custom STATE REVENUE - GENERAL PURPOSE	-	-	-	-	-	-	-
<b>TOTAL STATE REVENUE - GENERAL PURPOSE</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>4000 - STATE REVENUE - SPECIAL PURPOSE</b>							
4121 - Special Education - State	-	-	-	-	-	-	-
4155 - Learning Assistance	-	-	-	-	-	-	-
4165 - Transitional Bilingual	-	-	-	-	-	-	-
4174 - Highly Capable	-	-	-	-	-	-	-
4199 - Transportation - Operations	-	-	-	-	-	-	-
Custom STATE REVENUE - SPECIAL PURPOSE	-	-	-	-	-	-	-
<b>TOTAL STATE REVENUE - SPECIAL PURPOSE</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>5000 - FEDERAL REVENUE - GENERAL PURPOSE</b>							
5200 - General Purpose Direct Fed. Grants - Unassigned	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title II	-	-	-	-	-	-	-
Title III	-	-	-	-	-	-	-
IDEA Funding	-	-	-	-	-	-	-
CSP	-	-	-	-	-	-	-
Total 5200 - General Purpose Direct Fed. Grants -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Custom FEDERAL REVENUE - GENERAL PURPOSE	-	-	-	-	-	-	-
<b>TOTAL FEDERAL REVENUE - GENERAL PURPOSE</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>6000 - FEDERAL REVENUE - SPECIAL PURPOSE</b>							
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	-	-	-	-	-	-	-
<b>TOTAL FEDERAL REVENUE - SPECIAL PURPOSE</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>7000 - OTHER SCHOOL DISTRICTS</b>							
7100 - Program Participation, Unassigned	-	-	-	-	-	-	-
Custom OTHER SCHOOL DISTRICTS	-	-	-	-	-	-	-
<b>TOTAL OTHER SCHOOL DISTRICTS</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>8000 - OTHER ENTITIES</b>							
8100 - Governmental Entities	-	-	-	-	-	-	-
8200 - Private Foundations	-	-	-	-	-	-	-
8500 - Educational Service Districts	-	-	-	-	-	-	-
Home Office Grant	307,470	-	-	-	-	-	307,470
<b>TOTAL OTHER ENTITIES</b>	<b>\$ 307,470</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 307,470</b>
<b>9000 - OTHER FINANCING SOURCES</b>							
9500 - Long-Term Financing	-	-	-	-	-	-	-
9900 - Transfers	-	-	-	-	-	-	-
Custom OTHER FINANCING SOURCES	-	-	-	-	-	-	-
<b>TOTAL OTHER FINANCING SOURCES</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>TOTAL REVENUE</b>	<b>\$ 307,470</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 307,470</b>

Home Office Grant given at beg of year, incl in March

**Summit Public Schools Seattle #2**  
**PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

SUMMARY							
	307,470						307,470
<b>Total Revenue</b>							
<b>Total Expenses</b>	105,189	14,598	14,598	14,598	14,598	114,598	278,181
<b>Net Income</b>	202,281	(14,598)	(14,598)	(14,598)	(14,598)	(114,598)	29,289
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	202,281	187,683	173,084	158,486	143,887	-
<b>Ending Cash Balance</b>	202,281	187,683	173,084	158,486	143,887	29,289	29,289
	March	April	May	June	July	August	TOTAL

CHECK vs. Budget  
(Must Be Zero)

-  
-  
-

Description of Assumptions

**Summit Public Schools Seattle #2**  
**PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

**SUMMARY**

<b>Total Revenue</b>	307,470						307,470
<b>Total Expenses</b>	105,189	14,598	14,598	14,598	14,598	114,598	278,181
<b>Net Income</b>	202,281	(14,598)	(14,598)	(14,598)	(14,598)	(114,598)	29,289
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	202,281	187,683	173,084	158,486	143,887	-
<b>Ending Cash Balance</b>	202,281	187,683	173,084	158,486	143,887	29,289	29,289

CHECK vs. Budget  
(Must Be Zero)

Description of Assumptions

March	April	May	June	July	August	TOTAL
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**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

Executive Management	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-
Deans, Directors & Coordinators	56,583	8,083	8,083	8,083	8,083	8,083	97,000
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-
Other - Administrative	-	-	-	-	-	-	-
<b>TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	<b>\$ 56,583</b>	<b>\$ 8,083</b>	<b>\$ 8,083</b>	<b>\$ 8,083</b>	<b>\$ 8,083</b>	<b>\$ 8,083</b>	<b>\$ 97,000</b>

7 months of salary incl in March (hired beg of fiscal)

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-
Other - Instructional	-	-	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL PERSONNEL COSTS</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other - Non-Instructional	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

**TOTAL PERSONNEL EXPENSES**

<b>\$ 56,583</b>	<b>\$ 8,083</b>	<b>\$ 8,083</b>	<b>\$ 8,083</b>	<b>\$ 8,083</b>	<b>\$ 8,083</b>	<b>\$ 8,083</b>	<b>\$ 97,000</b>
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**PAYROLL TAXES AND BENEFITS**

Social Security	3,537	505	505	505	505	505	6,063
Medicare	-	-	-	-	-	-	-
State Unemployment	455	65	65	65	65	65	780
Worker's Compensation Insurance	292	42	42	42	42	42	500
Federal Unemployment	49	7	7	7	7	7	84
Custom Other Tax #2	-	-	-	-	-	-	-
Health Insurance	3,708	530	530	530	530	530	6,357
Dental Insurance	333	48	48	48	48	48	571
Vision Insurance	167	24	24	24	24	24	286
Life Insurance	167	24	24	24	24	24	286
Retirement Contribution	3,707	530	530	530	530	530	6,354
Custom Fringe #1	-	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>\$ 12,414</b>	<b>\$ 1,773</b>	<b>\$ 1,773</b>	<b>\$ 1,773</b>	<b>\$ 1,773</b>	<b>\$ 1,773</b>	<b>\$ 21,281</b>

7 months of expenses included in March

7 months of expenses included in March

7 months of expenses included in March

7 months of expenses included in March

7 months of expenses included in March

7 months of expenses included in March

7 months of expenses included in March

**TOTAL PERSONNEL TAX & BENEFIT EXPENSES**

<b>\$ 68,997</b>	<b>\$ 9,857</b>	<b>\$ 9,857</b>	<b>\$ 9,857</b>	<b>\$ 9,857</b>	<b>\$ 9,857</b>	<b>\$ 9,857</b>	<b>\$ 118,281</b>
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**CONTRACTED SERVICES**

Accounting / Audit	-	-	-	-	-	-	-
Legal	8,750	1,250	1,250	1,250	1,250	1,250	15,000
Management Company Fee	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-
Authorizer Oversight Fee	-	-	-	-	-	-	-
Consultant Services	-	-	-	-	-	-	-
Home Office Service Fee	-	-	-	-	-	100,000	100,000
<b>TOTAL CONTRACTED SERVICES</b>	<b>\$ 8,750</b>	<b>\$ 1,250</b>	<b>\$ 1,250</b>	<b>\$ 1,250</b>	<b>\$ 1,250</b>	<b>\$ 101,250</b>	<b>\$ 115,000</b>

7 months of expenses included in March

**Summit Public Schools Seattle #2**  
**PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

SUMMARY							
<b>Total Revenue</b>	307,470						307,470
<b>Total Expenses</b>	105,189	14,598	14,598	14,598	14,598	114,598	278,181
<b>Net Income</b>	202,281	(14,598)	(14,598)	(14,598)	(14,598)	(114,598)	29,289
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	202,281	187,683	173,084	158,486	143,887	-
<b>Ending Cash Balance</b>	202,281	187,683	173,084	158,486	143,887	29,289	29,289

CHECK vs. Budget  
(Must Be Zero)

Description of Assumptions

**SCHOOL OPERATIONS**

	March	April	May	June	July	August	TOTAL
Board Expenses	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-
Supplies & Materials other	1,167	167	167	167	167	167	2,000
Equipment / Furniture	-	-	-	-	-	-	-
Telephone	1,400	200	200	200	200	200	2,400
Technology	3,000	-	-	-	-	-	3,000
Student Testing & Assessment	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-
Office Expense	583	83	83	83	83	83	1,000
Staff Development	-	-	-	-	-	-	-
Staff Recruitment	875	125	125	125	125	125	1,500
Student Recruitment / Marketing	17,500	2,500	2,500	2,500	2,500	2,500	30,000
School Meals / Lunch	-	-	-	-	-	-	-
Travel (Staff)	2,917	417	417	417	417	417	5,000
Fundraising	-	-	-	-	-	-	-
Software	-	-	-	-	-	-	-
Hospitality	-	-	-	-	-	-	-
Dues & Memberships	-	-	-	-	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	<b>\$ 27,442</b>	<b>\$ 3,492</b>	<b>\$ 3,492</b>	<b>\$ 3,492</b>	<b>\$ 3,492</b>	<b>\$ 3,492</b>	<b>\$ 44,900</b>

7 months of expenses included in March  
 Tech bought at beg of year  
 7 months of expenses included in March  
 Tech bought at beg of year  
 7 months of expenses included in March  
 7 months of expenses included in March  
 7 months of expenses included in March

**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	-	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

**RESERVES / CONTINGENCY**

<b>TOTAL EXPENSES</b>	<b>\$ 105,189</b>	<b>\$ 14,598</b>	<b>\$ 14,598</b>	<b>\$ 14,598</b>	<b>\$ 14,598</b>	<b>\$ 114,598</b>	<b>\$ 278,181</b>
<b>NET OPERATING INCOME (before Depreciation)</b>	<b>\$ 202,281</b>	<b>\$ (14,598)</b>	<b>\$ (14,598)</b>	<b>\$ (14,598)</b>	<b>\$ (14,598)</b>	<b>\$ (114,598)</b>	<b>\$ 29,289</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-	-	-	-	-
<b>NET OPERATING INCOME (including Depreciation)</b>	<b>\$ 202,281</b>	<b>\$ (14,598)</b>	<b>\$ (14,598)</b>	<b>\$ (14,598)</b>	<b>\$ (14,598)</b>	<b>\$ (114,598)</b>	<b>\$ 29,289</b>

**Summit Public Schools Seattle #2**  
**YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

**SUMMARY**

CHECK vs. Budget  
(Must Be Zero)

<b>Total Revenue</b>	1,760,791	152,949	96,861	152,949	152,949	152,949	152,949	152,949	96,861	104,873	160,253	160,253	-	3,297,587	(1)	<b>Description of Assumptions</b>
<b>Total Expenses</b>	628,205	366,120	213,041	216,644	221,483	214,786	216,644	214,786	213,041	215,148	117,431	117,431	-	2,954,762	(0)	
<b>Net Income</b>	1,132,586	(213,171)	(116,180)	(63,695)	(68,534)	(61,837)	(63,695)	(61,837)	(116,180)	(110,275)	42,822	42,822	-	342,826	(1)	
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Beginning Cash Balance</b>	29,289	1,161,875	948,705	832,524	768,829	700,296	638,458	574,763	512,926	396,746	286,471	329,293	372,115	29,289	-	
<b>Ending Cash Balance</b>	1,161,875	948,705	832,524	768,829	700,296	638,458	574,763	512,926	396,746	286,471	329,293	372,115	372,115	29,289	-	

September	October	November	December	January	February	March	April	May	June	July	August	September + Subsequent Items	TOTAL
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**REVENUE**

<b>1000 - LOCAL TAXES</b>																
1100 - Local Property Tax	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	(0)
1900 - Other Local Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custom LOCAL TAXES	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL LOCAL TAXES</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	(0)

<b>2000 - LOCAL SUPPORT - NON-TAX</b>																
2200 - Sale Of Goods, Supplies, & Services - Unassigned	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2500 - Gifts Grants, and Donations (Local)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custom LOCAL SUPPORT - NON-TAX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL LOCAL SUPPORT - NON-TAX</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-

<b>3000 - STATE REVENUE - GENERAL PURPOSE</b>																
3100 - Apportionment	112,209	112,209	68,572	112,209	112,209	112,209	112,209	112,209	68,572	74,806	124,677	124,677	-	1,246,769	(1)	
3121 - Special Education - General Apportionment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custom STATE REVENUE - GENERAL PURPOSE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL STATE REVENUE - GENERAL PURPOSE</b>	\$ 112,209	\$ 112,209	\$ 68,572	\$ 112,209	\$ 112,209	\$ 112,209	\$ 112,209	\$ 112,209	\$ 68,572	\$ 74,806	\$ 124,677	\$ 124,677	\$ -	\$ 1,246,769	(1)	

<b>4000 - STATE REVENUE - SPECIAL PURPOSE</b>																
4121 - Special Education - State	12,637	12,637	7,723	12,637	12,637	12,637	12,637	12,637	7,723	8,425	14,041	14,041	-	140,410	(0)	
4155 - Learning Assistance	4,451	4,451	2,720	4,451	4,451	4,451	4,451	4,451	2,720	2,967	4,946	4,946	-	49,455	-	
4165 - Transitional Bilingual	1,988	1,988	1,215	1,988	1,988	1,988	1,988	1,988	1,215	1,326	2,209	2,209	-	22,092	0	
4174 - Highly Capable	185	185	113	185	185	185	185	185	113	123	206	206	-	2,056	0	
4199 - Transportation - Operations	12,758	12,758	7,796	12,758	12,758	12,758	12,758	12,758	7,796	8,505	14,175	14,175	-	141,750	-	
Custom STATE REVENUE - SPECIAL PURPOSE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL STATE REVENUE - SPECIAL PURPOSE</b>	\$ 32,019	\$ 32,019	\$ 19,567	\$ 32,019	\$ 32,019	\$ 32,019	\$ 32,019	\$ 32,019	\$ 19,567	\$ 21,346	\$ 35,576	\$ 35,576	\$ -	\$ 355,763	0	

<b>5000 - FEDERAL REVENUE - GENERAL PURPOSE</b>																
5200 - General Purpose Direct Fed. Grants - Unassigned	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	(0)
Title II	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Title III	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IDEA Funding	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	(0)
CSP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 5200 - General Purpose Direct Fed. Grants - Unassigned	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	(0)
Custom FEDERAL REVENUE - GENERAL PURPOSE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL FEDERAL REVENUE - GENERAL PURPOSE</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	(0)

<b>6000 - FEDERAL REVENUE - SPECIAL PURPOSE</b>																
6100 - Special Purpose - OSPI Unassigned	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6198 - School Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Free Breakfast Reimbursement	4,775.17	2,387.59	2,387.59	2,387.59	2,387.59	2,387.59	2,387.59	2,387.59	2,387.59	2,387.59	2,387.59	2,387.59	-	26,263	-	
Reduced Breakfast Reimbursement	1,193.79	596.90	596.90	596.90	596.90	596.90	596.90	596.90	596.90	596.90	596.90	596.90	-	6,566	-	
Paid Breakfast Reimbursement	928.51	464.25	464.25	464.25	464.25	464.25	464.25	464.25	464.25	464.25	464.25	464.25	-	5,107	-	
Free Lunch Reimbursement	7,905.56	3,952.78	3,952.78	3,952.78	3,952.78	3,952.78	3,952.78	3,952.78	3,952.78	3,952.78	3,952.78	3,952.78	-	43,481	-	
Reduced Lunch Reimbursement	1,711.10	855.55	855.55	855.55	855.55	855.55	855.55	855.55	855.55	855.55	855.55	855.55	-	9,411	-	
Paid Lunch Reimbursement	928.51	464.25	464.25	464.25	464.25	464.25	464.25	464.25	464.25	464.25	464.25	464.25	-	5,107	-	
Snack Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 6198 - School Food Services	\$ 17,443	\$ 8,721	\$ 8,721	\$ 8,721	\$ 8,721	\$ 8,721	\$ 8,721	\$ 8,721	\$ 8,721	\$ 8,721	\$ 8,721	\$ 8,721	\$ -	\$ 95,935	-	
Custom FEDERAL REVENUE - SPECIAL PURPOSE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL FEDERAL REVENUE - SPECIAL PURPOSE</b>	\$ 17,443	\$ 8,721	\$ 8,721	\$ 8,721	\$ 8,721	\$ 8,721	\$ 8,721	\$ 8,721	\$ 8,721	\$ 8,721	\$ 8,721	\$ 8,721	\$ -	\$ 95,935	-	

<b>7000 - OTHER SCHOOL DISTRICTS</b>																
7100 - Program Participation, Unassigned	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custom OTHER SCHOOL DISTRICTS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL OTHER SCHOOL DISTRICTS</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-

<b>8000 - OTHER ENTITIES</b>																
8100 - Governmental Entities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8200 - Private Foundations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8500 - Educational Service Districts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Home Office Grant	1,599,121	-	-	-	-	-	-	-	-	-	-	-	-	1,599,121	-	
<b>TOTAL OTHER ENTITIES</b>	\$ 1,599,121	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,599,121	-	

<b>9000 - OTHER FINANCING SOURCES</b>																
9500 - Long-Term Financing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9900 - Transfers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custom OTHER FINANCING SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL OTHER FINANCING SOURCES</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-

<b>TOTAL REVENUE</b>	\$ 1,760,791	\$ 152,949	\$ 96,861	\$ 152,949	\$ 152,949	\$ 152,949	\$ 152,949	\$ 152,949	\$ 96,861	\$ 104,873	\$ 160,253	\$ 160,253	\$ -	\$ 3,297,587	(1)
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**Summit Public Schools Seattle #2**  
**YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

**SUMMARY**

CHECK vs. Budget  
(Must Be Zero)

<b>Total Revenue</b>	1,760,791	152,949	96,861	152,949	152,949	152,949	152,949	152,949	96,861	104,873	160,253	160,253	-	3,297,587
<b>Total Expenses</b>	628,205	366,120	213,041	216,644	221,483	214,786	216,644	214,786	213,041	215,148	117,431	117,431	-	2,954,762
<b>Net Income</b>	1,132,586	(213,171)	(116,180)	(63,695)	(68,534)	(61,837)	(63,695)	(61,837)	(116,180)	(110,275)	42,822	42,822	-	342,826
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	29,289	1,161,875	948,705	832,524	768,829	700,296	638,458	574,763	512,926	396,746	286,471	329,293	372,115	29,289
<b>Ending Cash Balance</b>	1,161,875	948,705	832,524	768,829	700,296	638,458	574,763	512,926	396,746	286,471	329,293	372,115	372,115	372,115

(1) **Description of Assumptions**  
(0)  
(1)

September	October	November	December	January	February	March	April	May	June	July	August	September + Subsequent Items	TOTAL
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**Summit Public Schools Seattle #2**  
**YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

SUMMARY														
<b>Total Revenue</b>	1,760,791	152,949	96,861	152,949	152,949	152,949	152,949	152,949	96,861	104,873	160,253	160,253	-	3,297,587
<b>Total Expenses</b>	628,205	366,120	213,041	216,644	221,483	214,786	216,644	214,786	213,041	215,148	117,431	117,431	-	2,954,762
<b>Net Income</b>	1,132,586	(213,171)	(116,180)	(63,695)	(68,534)	(61,837)	(63,695)	(61,837)	(116,180)	(110,275)	42,822	42,822	-	342,826
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	29,289	1,161,875	948,705	832,524	768,829	700,296	638,458	574,763	512,926	396,746	286,471	329,293	372,115	29,289
<b>Ending Cash Balance</b>	1,161,875	948,705	832,524	768,829	700,296	638,458	574,763	512,926	396,746	286,471	329,293	372,115	372,115	

CHECK vs. Budget  
(Must Be Zero)

Description of Assumptions

September	October	November	December	January	February	March	April	May	June	July	August	September + Subsequent Items	TOTAL
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**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	9,395.83	9,395.83	9,395.83	9,395.83	9,395.83	9,395.83	9,395.83	9,395.83	9,395.83	9,395.83	9,395.83	9,395.83	-	112,750
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	4,698	4,698	4,698	4,698	4,698	4,698	4,698	4,698	4,698	4,698	4,698	4,698	-	56,375
Other - Administrative	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	\$ 14,094	\$ 14,094	\$ 14,094	\$ 14,094	\$ 14,094	\$ 14,094	\$ 14,094	\$ 14,094	\$ 14,094	\$ 14,094	\$ 14,094	\$ 14,094	\$ -	\$ 169,125

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	123,699	61,849	61,849	61,849	61,849	61,849	61,849	61,849	61,849	61,849	-	-	-	680,344
Teachers - SPED	10,995	5,498	5,498	5,498	5,498	5,498	5,498	5,498	5,498	5,498	-	-	-	60,475
Substitute Teachers	4,398	2,199	2,199	2,199	2,199	2,199	2,199	2,199	2,199	2,199	-	-	-	24,190
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other - Instructional	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL PERSONNEL COSTS</b>	\$ 139,093	\$ 69,546	\$ 69,546	\$ 69,546	\$ 69,546	\$ 69,546	\$ 69,546	\$ 69,546	\$ 69,546	\$ 69,546	\$ -	\$ -	\$ -	\$ 765,009

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other - Non-Instructional	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

**TOTAL PERSONNEL EXPENSES**

<b>TOTAL PERSONNEL EXPENSES</b>	\$ 153,186	\$ 83,640	\$ 83,640	\$ 83,640	\$ 83,640	\$ 83,640	\$ 83,640	\$ 83,640	\$ 83,640	\$ 83,640	\$ 14,094	\$ 14,094	\$ -	\$ 934,134
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**PAYROLL TAXES AND BENEFITS**

Social Security	9,574	5,228	5,228	5,228	5,228	5,228	5,228	5,228	5,228	5,228	881	881	-	58,383
Medicare	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Unemployment	966	966	966	966	966	966	966	966	966	966	966	966	-	11,592
Worker's Compensation Insurance	1,857.75	-	-	1,857.75	-	-	1,857.75	-	-	1,857.75	-	-	-	7,431
Federal Unemployment	104	104	104	104	104	104	104	104	104	104	104	104	-	1,248
Custom Other Tax #2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Health Insurance	8,661	8,661	8,661	8,661	8,661	8,661	8,661	8,661	8,661	8,661	8,661	8,661	-	103,929
Dental Insurance	778	778	778	778	778	778	778	778	778	778	778	778	-	9,341
Vision Insurance	389	389	389	389	389	389	389	389	389	389	389	389	-	4,671
Life Insurance	389	389	389	389	389	389	389	389	389	389	389	389	-	4,671
Retirement Contribution	5,099	5,099	5,099	5,099	5,099	5,099	5,099	5,099	5,099	5,099	5,099	5,099	-	61,186
Custom Fringe #1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	\$ 27,818	\$ 21,614	\$ 21,614	\$ 23,472	\$ 21,614	\$ 21,614	\$ 23,472	\$ 21,614	\$ 21,614	\$ 23,472	\$ 17,267	\$ 17,267	\$ -	\$ 262,452

**TOTAL PERSONNEL, TAX & BENEFIT EXPENSES**

<b>TOTAL PERSONNEL, TAX &amp; BENEFIT EXPENSES</b>	\$ 181,005	\$ 105,254	\$ 105,254	\$ 107,112	\$ 105,254	\$ 105,254	\$ 107,112	\$ 105,254	\$ 105,254	\$ 107,112	\$ 31,361	\$ 31,361	\$ -	\$ 1,196,586
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**CONTRACTED SERVICES**

Accounting / Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Legal	833	833	833	833	833	833	833	833	833	833	833	833	-	10,000
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	17,442.64	8,721.32	8,721.32	8,721.32	8,721.32	8,721.32	8,721.32	8,721.32	8,721.32	8,721.32	8,721.32	8,721.32	-	95,935
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	2,353.05	2,353.05	2,353.05	2,353.05	2,353.05	2,353.05	2,353.05	2,353.05	2,353.05	2,353.05	-	-	-	23,531
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Authorizer Oversight Fee	4,488	4,488	2,743	4,488	4,488	4,488	4,488	4,488	2,743	2,992	4,987	4,987	-	49,871
Consultant Services	65	65	65	65	65	65	65	65	65	65	65	65	-	780
Home Office Service Fee	26,667	26,667	26,667	26,667	26,667	26,667	26,667	26,667	26,667	26,667	26,667	26,667	-	320,000
<b>TOTAL CONTRACTED SERVICES</b>	\$ 51,849	\$ 43,128	\$ 41,382	\$ 43,128	\$ 43,128	\$ 43,128	\$ 43,128	\$ 43,128	\$ 41,382	\$ 41,632	\$ 32,552	\$ 32,552	\$ -	\$ 500,116



**Summit Public Schools Seattle #2**  
**YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

SUMMARY														
<b>Total Revenue</b>	1,760,791	152,949	96,861	152,949	152,949	152,949	152,949	152,949	96,861	104,873	160,253	160,253	-	3,297,587
<b>Total Expenses</b>	628,205	366,120	213,041	216,644	221,483	214,786	216,644	214,786	213,041	215,148	117,431	117,431	-	2,954,762
<b>Net Income</b>	1,132,586	(213,171)	(116,180)	(63,695)	(68,534)	(61,837)	(63,695)	(61,837)	(116,180)	(110,275)	42,822	42,822	-	342,826
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	29,289	1,161,875	948,705	832,524	768,829	700,296	638,458	574,763	512,926	396,746	286,471	329,293	372,115	29,289
<b>Ending Cash Balance</b>	1,161,875	948,705	832,524	768,829	700,296	638,458	574,763	512,926	396,746	286,471	329,293	372,115	372,115	

CHECK vs. Budget  
(Must Be Zero)

Description of Assumptions

September	October	November	December	January	February	March	April	May	June	July	August	September + Subsequent Items	TOTAL
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**SCHOOL OPERATIONS**

Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	2,100	-	-	-	1,050	-	-	-	-	-	-	-	-	3,150
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	2,100	-	-	-	1,050	-	-	-	-	-	-	-	-	3,150
Supplies & Materials other	9,193	-	-	-	4,597	-	-	-	-	-	-	-	-	13,790
Equipment / Furniture	60,000	30,000	-	-	-	-	-	-	-	-	-	-	-	90,000
Telephone	1,622	1,622	1,622	1,622	1,622	1,622	1,622	1,622	1,622	1,622	1,622	1,622	-	19,460
Technology	242,666.67	121,333.33	-	-	-	-	-	-	-	-	-	-	-	364,000
Student Testing & Assessment	512	512	512	512	512	512	512	512	512	512	512	512	-	6,145
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	25,772.73	12,886.36	12,886.36	12,886.36	12,886.36	12,886.36	12,886.36	12,886.36	12,886.36	12,886.36	-	-	-	141,750
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	929	929	929	929	929	929	929	929	929	929	929	929	-	11,150
Staff Development	18	18	18	18	18	18	18	18	18	18	18	18	-	220
Staff Recruitment	167	167	167	167	167	167	167	167	167	167	167	167	-	2,000
Student Recruitment / Marketing	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	15,000
School Meals / Lunch	667	667	667	667	667	667	667	667	667	667	667	667	-	8,000
Travel (Staff)	125	125	125	125	125	125	125	125	125	125	125	125	-	1,500
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Software	591	591	591	591	591	591	591	591	591	591	591	591	-	7,095
Hospitality	83	83	83	83	83	83	83	83	83	83	83	83	-	1,000
Dues & Memberships	208	208	208	208	208	208	208	208	208	208	208	208	-	2,500
<b>TOTAL SCHOOL OPERATIONS</b>	<b>\$ 348,005</b>	<b>\$ 170,392</b>	<b>\$ 19,059</b>	<b>\$ 19,059</b>	<b>\$ 25,756</b>	<b>\$ 19,059</b>	<b>\$ 19,059</b>	<b>\$ 19,059</b>	<b>\$ 19,059</b>	<b>\$ 19,059</b>	<b>\$ 6,172</b>	<b>\$ 6,172</b>	<b>\$ -</b>	<b>\$ 689,910</b>

**FACILITY OPERATION & MAINTENANCE**

Insurance	788	788	788	788	788	788	788	788	788	788	788	788	-	9,450
Janitorial Services	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	-	40,000
Building and Land Rent / Lease	43,017	43,017	43,017	43,017	43,017	43,017	43,017	43,017	43,017	43,017	43,017	43,017	-	516,200
Repairs & Maintenance	208	208	208	208	208	208	208	208	208	208	208	208	-	2,500
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custom Facilities Operations #1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custom Facilities Operations #3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>\$ 47,346</b>	<b>\$ 47,346</b>	<b>\$ 47,346</b>	<b>\$ 47,346</b>	<b>\$ 47,346</b>	<b>\$ 47,346</b>	<b>\$ 47,346</b>	<b>\$ 47,346</b>	<b>\$ 47,346</b>	<b>\$ 47,346</b>	<b>\$ 47,346</b>	<b>\$ 47,346</b>	<b>\$ -</b>	<b>\$ 568,150</b>

**RESERVES / CONTINGENCY**

	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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<b>TOTAL EXPENSES</b>	<b>\$ 628,205</b>	<b>\$ 366,120</b>	<b>\$ 213,041</b>	<b>\$ 216,644</b>	<b>\$ 221,483</b>	<b>\$ 214,786</b>	<b>\$ 216,644</b>	<b>\$ 214,786</b>	<b>\$ 213,041</b>	<b>\$ 215,148</b>	<b>\$ 117,431</b>	<b>\$ 117,431</b>	<b>\$ -</b>	<b>\$ 2,954,762</b>
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<b>NET OPERATING INCOME (before Depreciation)</b>	<b>\$ 1,132,586</b>	<b>\$ (213,171)</b>	<b>\$ (116,180)</b>	<b>\$ (63,695)</b>	<b>\$ (68,534)</b>	<b>\$ (61,837)</b>	<b>\$ (63,695)</b>	<b>\$ (61,837)</b>	<b>\$ (116,180)</b>	<b>\$ (110,275)</b>	<b>\$ 42,822</b>	<b>\$ 42,822</b>	<b>\$ -</b>	<b>\$ 342,826</b>
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<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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<b>NET OPERATING INCOME (including Depreciation)</b>	<b>\$ 1,132,586</b>	<b>\$ (213,171)</b>	<b>\$ (116,180)</b>	<b>\$ (63,695)</b>	<b>\$ (68,534)</b>	<b>\$ (61,837)</b>	<b>\$ (63,695)</b>	<b>\$ (61,837)</b>	<b>\$ (116,180)</b>	<b>\$ (110,275)</b>	<b>\$ 42,822</b>	<b>\$ 42,822</b>	<b>\$ -</b>	<b>\$ 342,826</b>
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# Summit Public School: Seattle #2

Attachment 26  
Budget Narrative  
Evidence of Commitment of Funds

## Summit Public School: Seattle #2 Budget Narrative

Summit Public Schools currently operates seven high-performing college prep schools, Summit Preparatory Charter High School (opened 2003), Everest Public High School (opened 2008), Summit Public School: Rainier (opened 2011), Summit Public School: Tahoma (opened 2011) Summit Public School: Shasta (opened 2013), Summit Public School: Denali (opened 2013) Summit Public School: K2 (opened 2014).

Our projections for Summit Public School: Seattle #2 (Summit Seattle #2) are based on our 12 years of experience starting and running schools. While we do have significant experience creating budget forecast and managing the financials for high-performing charter high schools, we recognize that we will need a certain amount of flexibility as we enter a new market. These financials are only projections. We will work closely with the authorizer to update our projections as the work of opening and operating schools begins.

### Enrollment

Summit Seattle #2 will open with 210 students in grades six and nine and add two grade levels per year until full capacity at 712 students in year 4. Our enrollment projections are:

Enrollment	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
6 <sup>th</sup> grade		105	105	105	105	105
7 <sup>th</sup> grade			102	102	102	102
8 <sup>th</sup> grade				100	100	100
9 <sup>th</sup> grade		105	105	105	105	105
10 <sup>th</sup> grade			102	102	102	102
11 <sup>th</sup> grade				100	100	100
12 <sup>th</sup> grade					98	98
<b>Total</b>	<b>0</b>	<b>210</b>	<b>414</b>	<b>614</b>	<b>712</b>	<b>712</b>

The school anticipates the demographics of the charter school at capacity will be similar to that of the district. Our assumptions include:

- 50% of students will qualify for free or reduced lunch
- 10% of the students will be considered Transitional Bilingual Learners
- 12.7% of students will be special education students
- 45% of students will need student transportation

### Key Revenue Sources

#### State and Federal Funding

The budget has been built on the rates provided by the State Commission. These are:

Per Pupil Funding - Basic Education	\$5,937
Per Pupil Funding - Special Education	\$5,264*
Per Pupil Funding - Learning Assistance Program	\$471**
Per Pupil Funding - Transitional Bilingual	\$1,052
Per Pupil Funding - Highly Capable	\$424
Per Pupil Funding - Transportation	\$1,500

We have also included local levies of \$3,230/student starting in Spring 2020.

\* State rate of \$5,661 discounted by 93% per OSPI direction

\*\* Based on prior year enrollment starting year 2 per OSPI direction

Start-up Development Grant

SPS will provide a \$4.15M start-up grant to the school over the 5 years of operation. The start-up funding allows us to open with only one grade and slowly build the school culture one grade level at a time, and ensure that every child is qualified and prepared for college. It also ensures that the school will have a healthy reserve once it reaches sustainability. While the startup grant is unrestricted and is not tied to any specific expenses, it primarily covers:

- “Underutilization” of faculty and facility during growth phase. (For example, in year one we pay for a 700 student facility but only have 200 students)
- Levy deferral. Our first levy funding comes 4 years after the doors open and results in a multi-million dollar loss.
- Build-up of cash reserve to meet Commission requirements

The timeline for the SPS Start-up Development Grant for Summit Seattle #2 is:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
307,470	1,586,539	1,050,929	990,947	142,897	48,664	28,511

We have secured \$1.4M in unrestricted start-up funding from the following three funders: Start-up Education (\$1M), Hollyhock Foundation (\$200K) and CSGF Walton (\$200K). This will cover our cash needs for the first 20 months of operations (Year 1 and 8 months of Year 2.) We are in the process of securing the remaining funding from the Bill and Melinda Gates Foundation and will have verified funding before the capacity interview. Funding will be received by the Regional Office and distributed to the school as needed for cashflow purposes. The start-up grant may be shifted from one year to another year as needed by the school.

## Key Expenses

### Staffing Plan

To ensure the highest level of attention to our students, SPS WA will maintain a low student-faculty ratio. The staffing plans are based on actual staffing at our CA schools.

<b>Staffing Projections</b>	Year 1	Year 2	Year 3	Year 4	Year 5
	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Executive Director(s)	1	1	2	2	2
Assistant Director(s)		1	1	1	2
Office Manager	1	1	1	2	2
Teachers - Regular	9	18	26	30	30
Specialty Teachers	2.7	5	7	8.1	8.3
Teachers - SPED	1	2	3	4.5	4.5
<b>Total</b>	<b>14.7</b>	<b>28</b>	<b>40</b>	<b>47.6</b>	<b>48.8</b>

Summit Seattle #2 will purchase financial, technology, data, fundraising, leadership, college and data and professional development services from Summit Public Schools. For more detail about these services, please see **Section 28**.

### Compensation

Compensation is based on the SPS Teacher Compensation Scale. This scale is published throughout the organization and available to all prospective employees.

The 2014 – 2017 scale is:

<b>Year s</b>	<b>Low</b>	<b>High</b>
1	\$47,693	\$52,713
2	\$49,601	\$54,822
3	\$51,585	\$57,015
4	\$53,648	\$59,295
5	\$55,794	\$61,667
6	\$58,026	\$64,134
7	\$60,347	\$66,699
8	\$62,761	\$69,367
9	\$65,271	\$72,142
10	\$67,882	\$75,027
11	\$70,597	\$78,029
12	\$73,421	\$81,150
13	\$76,358	\$84,396
14	\$79,412	\$87,772
15	\$82,589	\$91,282

16	\$85,892	\$94,934
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Low, Mid and High are based on credentials/degrees.

To create a school budget, we assume a combination of levels. We assume the average teacher is year 5 and have used an average teaching salary of \$59K.

We assume 15% teacher turnover every year.

We also use common administration scales throughout the organization.

#### Benefits

Summit Seattle #2 faculty members will receive Health, Dental, and Vision benefits. We assumed that these benefits would start at 10.4% of compensation and then we have added an additional 10% increase for these costs each year. Additionally, faculty members will receive Short- and Long-term Disability and Life Insurance without charge. Finally, if eligible, faculty will be enrolled in TRS and social security or comparable retirement plan.

#### Books and Online Content

Summit's curriculum lives on an online platform paid for by the central office. Additionally, we pay subscription fees to Curriculet and Reading Plus. We have very few additional school-based book expenses. We have allowed \$15 per student for miscellaneous expenses.

#### Technology

To support the curriculum, Summit Seattle #2 will maintain a 1:1 student-computer ratio using Chromebooks. Additionally, every faculty member will have a laptop. We have assumed a 2-year replacement rate. Our budget also includes servers, wireless boxes, video conferencing equipment and other start-up technology costs. More information available upon request.

#### Facilities

We have assumed a total expense of \$725/student based on our current leases with the Washington State Facilities Fund. This is the entire allocation for facilities expenses – from 'rent' to repairs and utilities. We assume we pay for a "full" building (700 students) starting in year 1.

#### Special Education

Summit Seattle #2 will provide special education services through a mix of staff members and expert contractors. Contractors will provide additional services such as speech, occupational therapy, and behavioral services and have been budgeted at \$784 per special education student.

#### SPS Partnership Support Fees

Summit Seattle #2 will purchase financial, technology, data, fundraising, leadership, academic and professional development services from Summit Public Schools. For more detail about these services, please see **Section 28**. The rates have been set for a multi-year period and depend on the size/maturity of the school. Because these services will be shared with the other SPS schools, we expect to access higher quality at a lower cost than would be possible for a stand-alone school.

Summit Seattle #2 will also have a Regional Office for locally-needed services. At capacity, this office will be entirely funded by the three SPS Washington schools and will have 6 FTE in the roles of Chief Regional Officer, Expeditions, Special Education, College, Technology and Operations.

#### District Oversight

We have included a 4% District Oversight fee beginning in Year 1.

## Cash Management

Summit Public Schools Washington will pass a resolution stating that the Regional Office will provide all necessary funds to any of the schools in its Washington portfolio, including any and all new schools that will be opened in the future, in the event that any such school is negatively impacted as a result of state cash disbursements or other similar financial circumstances.

Summit Public Schools Washington has already raised the cash to cover the operating expenses in Year 1.

We have submitted a cash forecast for Year 0 and Year 1 as requested in the budget template. Our revenue projections are based on the WA schedule:

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
0.0%	0.0%	9.0%	9.0%	5.5%	9.0%	9.0%	9.0%	9.0%	9.0%	5.5%	6.0%	10.0%	10.0%

Our expense projections are based on our experiences in California.

At no point during this period does the school experience a negative cash balance.

## Operating Reserve

Our intent is to build up a reserve to help the school cover expenses when revenue fluctuates. Each year, the school will generate a positive operating income and put these funds into reserve. We target a 30% (3-months of operating expenses) reserve when at full-capacity.

A portion of our fundraising is dedicated to meeting the cash reserves as specified in the commission contract. We have designed our budget to meet the staged 30- and 60-day cash requirements





# Summit Public School: Seattle #2

Attachment 29  
Portfolio Summary

Updated: February 13, 2015

				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
Summit Public School: Denali	2013	Sunnyvale	CA	Joe Bielecki	Executive Director	[REDACTED]	[REDACTED]	Santa Clara County Office of Education	Jon R. Gundry	Superintendent	[REDACTED]	[REDACTED]
Everest Public High School	2010	Redwood City	CA	Chris Lewiwe	Executive Director	[REDACTED]	[REDACTED]	Sequoia Union High School District	James Lianides	Superintendent	[REDACTED]	[REDACTED]
Summit Public School: K2	2014	El Cerrito	CA	Kelly Garcia	Executive Director	[REDACTED]	[REDACTED]	Contra Costa County Office of Education	Karen Sakata	Superintendent	[REDACTED]	[REDACTED]
Summit Public School: Olympus	2015	Tacoma	WA	Gina Wickstead	Executive Director	[REDACTED]	[REDACTED]	Washington State Charter School Commis	Joshua Halsey	Executive Director	[REDACTED]	[REDACTED]
Summit Public School: Rainier	2011	San Jose	CA	Jesse Roe	Executive Director	[REDACTED]	[REDACTED]	East Side Union High School District	Chris Funk	Superintendent	[REDACTED]	[REDACTED]
Summit Public School: Shasta	2013	Daly City	CA	Caitlyn Herman	Executive Director	[REDACTED]	[REDACTED]	Jefferson Union High School District	Thomas Minshew	Superintendent	[REDACTED]	[REDACTED]
Summit Public School: Sierra	2015	Seattle	WA	Malia Burns	Executive Director	[REDACTED]	[REDACTED]	Washington State Charter School Commis	Joshua Halsey	Executive Director	[REDACTED]	[REDACTED]
Summit Preparatory Charter High School	2003	Redwood City	CA	Penelope Pak	Executive Director	[REDACTED]	[REDACTED]	Sequoia Union High School District	James Lianides	Superintendent	[REDACTED]	[REDACTED]
Summit Public School: Tahoma	2011	San Jose	CA	Nick Kim	Executive Director	[REDACTED]	[REDACTED]	Santa Clara County Office of Education	Jon R. Gundry	Superintendent	[REDACTED]	[REDACTED]

Academic Performance Data Template Updated: February 13, 2015

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.

Data is not included for Summit Public School: Olympus and Summit Public School: Sierra, which will open in Fall 2015.

SUMMARY INFORMATION		SCHOOL 1			SCHOOL 2			SCHOOL 3			SCHOOL 4			SCHOOL 5			SCHOOL 6			SCHOOL 7		
School Name:		Summit Preparatory Charter High School			Everest Public High School			Summit Public School: Rainier			Summit Public School: Tahoma			Summit Public School: Shasta			Summit Public School: Denali			Summit Public School: K2		
School Location (City, State):		Redwood City, CA			Redwood City, CA			San Jose, CA			San Jose, CA			Daly City, CA			Sunnyvale, CA			El Cerrito, CA		
Year Opened:		2003			2010			2011			2011			2011			2013			2014		
Current Grades Served:		9th-12th			9th-12th			9th-12th			9th-12th			9th-10th			6th-7th			7th		
Current Enrollment:		389			382			267			327			220			211			119		
School Year		2013-14	2012-13	2011-12	2013-14	2012-13	2011-12	2013-14	2012-13	2011-12	2013-14	2012-13	2011-12	2013-14	2012-13	2011-12	2013-14	2012-13	2011-12	2013-14	2012-13	2011-12
<b>Demographic &amp; Socio-Economic</b>																						
School	% Students Low-Income:	44%	43%	45%	51%	47%	39%	51%	57%	48%	51%	52%	43%	32%	N/A	N/A	22%	N/A	N/A	N/A	N/A	N/A
	% Students Limited English Proficient:[1]	11%	13%	21%	19%	17%	33%	17%	11%	24%	8%	11%	27%	5%	N/A	N/A	10%	N/A	N/A	N/A	N/A	N/A
	% Students with Disabilities:	11%	12%	11%	15%	15%	16%	9%	7%	2%	9%	4%	5%	9%	N/A	N/A	12%	N/A	N/A	N/A	N/A	N/A
	% African American:	2%	3%	4%	3%	4%	5%	4%	3%	5%	2%	4%	8%	3%	N/A	N/A	1%	N/A	N/A	N/A	N/A	N/A
	% Hispanic:	53%	49%	48%	56%	50%	44%	64%	67%	56%	69%	67%	59%	30%	N/A	N/A	29%	N/A	N/A	N/A	N/A	N/A
District Average	% African American:	3%	3%	4%	3%	4%	4%	3%	3%	8%	3%	3%	8%	3%	N/A	N/A	2%	N/A	N/A	N/A	N/A	N/A
	% Hispanic:	49%	46%	46%	49%	46%	46%	52%	50%	48%	52%	50%	48%	28%	N/A	N/A	39%	N/A	N/A	N/A	N/A	N/A
	% Caucasian:	33%	36%	35%	33%	36%	35%	7%	7%	8%	7%	7%	8%	14%	N/A	N/A	21%	N/A	N/A	N/A	N/A	N/A
	% Other Race/Ethnicity:	15%	15%	15%	15%	15%	15%	38%	20%	36%	38%	20%	36%	55%	N/A	N/A	48%	N/A	N/A	N/A	N/A	N/A
	% Students Low Income:	44%	44%	40%	44%	44%	40%	60%	53%	51%	60%	53%	51%	40%	N/A	N/A	41%	N/A	N/A	N/A	N/A	N/A
<b>Criterion-Referenced Assessments[2]</b>																						
Assessment Name (Reading , Math):		CAHSEE			CAHSEE			CAHSEE			CAHSEE			N/A			N/A			N/A		
School	% Students Meeting or Exceeding Standards – Reading:	98%	99%	95%	92%	95%	95%	90%	93%	N/A	96%	97%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	% Students Meeting or Exceeding Standards – Math:	97%	100%	98%	90%	95%	97%	88%	92%	N/A	95%	97%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	% Students Meeting or Exceeding Standards – Composite:	97%	99%	97%	91%	95%	96%	89%	92%	N/A	96%	97%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	% Students Exceeding Standards – Reading:	84%	77%	82%	72%	82%	73%	64%	71%	N/A	68%	79%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	% Students Exceeding Standards – Math:	88%	91%	88%	82%	85%	83%	59%	78%	N/A	70%	78%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
District Average	% Students Meeting or Exceeding Standards – Reading:	86%	86%	84%	86%	86%	84%	79%	82%	N/A	79%	82%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	% Students Meeting or Exceeding Standards – Math:	89%	88%	88%	89%	88%	88%	85%	87%	N/A	85%	87%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	% Students Meeting or Exceeding Standards – Composite:	87%	87%	85%	87%	87%	85%	82%	84%	N/A	82%	84%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	% Students Exceeding Standards – Reading:	65%	67%	64%	65%	67%	64%	55%	56%	N/A	55%	56%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	% Students Exceeding Standards – Math:	72%	69%	69%	72%	69%	69%	62%	63%	N/A	62%	63%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Norm-Referenced Assessments</b>																						
Assessment Name (Reading , Math):		EPAS - Explore			EPAS - Explore			EPAS - Explore			EPAS - Explore			EPAS - Explore			NWEA MAP Reading, Math (Spring)			N/A		
Assessment Data Type (Percentile Rank or Normal Curve Equivalency):		Percentile Rank			Percentile Rank			Percentile Rank			Percentile Rank			Percentile Rank			RIT Score			Please Enter		
Assessment Reference Group (National, State, District):		National			National			National			National			National			National			Please Enter		
School	Score – Reading:[4]	59%	60%	N/A	54%	56%	N/A	44%	59%	N/A	53%	58%	N/A	57%	N/A	N/A	63%	N/A	N/A	N/A	N/A	N/A
	Score – Math:[4]	58%	62%	N/A	49%	57%	N/A	40%	52%	N/A	50%	53%	N/A	63%	N/A	N/A	55%	N/A	N/A	N/A	N/A	N/A
	Score – Composite:[4][5]	58%	62%	N/A	52%	55%	N/A	39%	55%	N/A	52%	58%	N/A	59%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Average Student Growth During Year:[6]	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	% Students Making at Least One Year of Gains During Year:[6]	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Other Performance Measures</b>																						
School	Student Retention Rate:[8] (i.e. % students enrolled in one year who re-enroll in fall of next year)	88%	92%	97%	91%	91%	86%	72%	76%	N/A	83%	80%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	Student Average Daily Attendance Rate:[9]	96%	96%	N/A	95%	95%	N/A	96%	98%	N/A	97%	98%	N/A	97%	N/A	N/A	98%	N/A	N/A	N/A	N/A	N/A
	Student 5-Year Cohort Graduation Rate:[10]	92%	95%	92%	91%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	One Year Grade 9-12 Student Drop Out Rate:[11]	1%	2%	1%	0%	1%	2%	0%	1%	4%	0.36%	1%	2%	0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Student College Attendance Rate:[12]	93%	98%	98%	86%	97%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
District Average	Teacher Retention Rate:[13]	70%	71%	92%	74%	84%	94%	56%	65%	54%	82%	65%	69%	71%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	Student Retention Rate:[14] (i.e. % students enrolled in one year who re-enroll in fall of next year)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	Student Average Daily Attendance Rate:[14]	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	Student 5-Year Cohort Graduation Rate:[10]	84%	88%	82%	84%	88%	82%	83%	82%	80%	83%	82%	80%	92%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	One Year Grade 9-12 Student Drop Out Rate:[11]	2%	2%	2%	2%	2%	2%	8%	9%	5%	8%	9%	5%	1%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

[1] For 2013-14 and 2012-13 this data is EL only. For 2011-12, this data includes EL and RFEP as that was the reporting policy at the state level.

[2] No criterion referenced assessment for Shasta and Denali in 2013-14 because state testing wasn't conducted in CA in 6th and 9th.

[3] There is no composite score for this assessment.

Academic Performance Data Template Updated: February 13, 2015

**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.

Data is not included for Summit Public School: Olympus and Summit Public School: Sierra, which will open in Fall 2015.

SUMMARY INFORMATION	SCHOOL 1	SCHOOL 2	SCHOOL 3	SCHOOL 4	SCHOOL 5	SCHOOL 6	SCHOOL 7
School Name:	Summit Preparatory Charter High School	Everest Public High School	Summit Public School: Rainier	Summit Public School: Tahoma	Summit Public School: Shasta	Summit Public School: Denali	Summit Public School: K2

[4] This score represents the average percentile across all students who took the exam in the given year. EXPLORE was given to our 9th graders in the Fall, and the NWEA MAP score is the average percentile from our Spring administration.

[5] There is no composite score associated with NWEA MAP.

[6] For EPAS, we do not do a pre- and post exam, so do not have school year growth data. Data for Denali in NWEA represented by Fall to Spring RIT point growth.

[7] This is the percentage of students who increased their EPAS score from one year's exam to the next, i.e., EXPLORE to PLAN from 2012-13 to 2013-14 and PLAN to Practice ACT from 2012-13 to 2013-14.

[8] Fall to fall retention is computed as the percentage of eligible students who re-enrolled from one year to the next, excluding any students who moved out of the state or country.

[9] We only have data for years 2013-14 and 2012-13. Before this time, we were using a different SIS and the information was not ported over to our current SIS.

[10] Student 4-year rate is shown because corresponding districts don't report 5-year cohort grad rate, only 4-year.

[11] Calculation for this formula is:  $(\text{Adjusted Gr. 9-12 Dropouts} / \text{Gr. 9-12 Enrollment}) * 100$

[12] Computed from National Student Clearinghouse data, and it is the percentage of graduates from the respective school year.

[13] Teacher retention rate is the % of teachers who stayed at Summit from the prior year. This includes teachers who stayed within Summit, but may have moved into out of the classroom roles within the organization.

[14] This data was unavailable at the district level.



## Summit Public School: Seattle #2

### Attachment 30

Summary of Typical Support Systems for a Student  
Key Strategies for Supporting English Learners  
Key Strategies for Supporting At-Risk Students

## Summary of Typical Support Systems for a Student

This is an overview of the supports that students with varying levels of need may receive. Individual student experiences may vary. During Personalized Learning Plan Meetings between the student, his/her parent or guardian, and his/her mentor, families are made aware of student supports available and a specific plan is created to best support the individual student.

Student Experience	Faculty Expectations	Resources
<b>Level 5 - Students require all mainstream supports, plus special education to be prepared</b>		
Special Education Program: ✓ Resource support ✓ Speech and language therapy ✓ Occupational therapy ✓ Audiological services ✓ School-based mental health counseling ✓ Modifications to program / curriculum	✓ Collaborate in the creation of IEP ✓ Provide input and evidence of students' present levels of performance ✓ Attend IEP meetings as needed ✓ Implement modifications / accommodations	✓ Program specialist ✓ Resource specialist ✓ School psychologist ✓ Contracted therapists ✓ 15 to 20% of administrators' time
<b>Level 4 - Students require level one, two, and three, plus level four mainstream supports to be prepared</b>		
✓ Summit Solves Level 3 (math intervention for students significantly below grade level) ✓ Summit Reads Level 3 (reading intervention for students significantly below grade level) ✓ Positive Behavior Intervention Plans ✓ 504 plan with accommodations ✓ Extensive personal mentor support ✓ Grade level interventions / plans	✓ Implement PBIS	✓ 10 to 15% of administrators' time ✓ Intervention documentation template ✓ 540 plan template and policy
<b>Level 3 - Students required level one, level two supports, and level three mainstream supports to be prepared</b>		
✓ Summit Solves Level 3 (math intervention for students significantly below grade level) ✓ Summit Reads Level 3 (reading intervention for students significantly below grade level) ✓ Restorative Justice to address behaviors ✓ Additional mentor support	✓ Email and phone contact with home	✓ Scheduled, coordinated time with students needing additional support ✓ Designated grading days
<b>Level 2 - Students require level one program plus additional mainstream supports to be prepared</b>		
✓ Summit Solves Level 2 (math intervention for students approaching grade level) ✓ Summit Reads Level 2 (reading intervention for students approaching grade level)	✓ Two hours of office hours per work ✓ Consistent expectations for delivery of work on time	✓ A clear system for supporting assignment completion, resulting in ability to plan classes accordingly ✓ Culture of revision and redemption

<ul style="list-style-type: none"> <li>✓ Graduated Discipline Plan</li> <li>✓ Office Hours</li> <li>✓ Peer Tutoring</li> </ul>		
<b>Level 1 - Students are prepared through basic mainstream program</b>		
<ul style="list-style-type: none"> <li>✓ Summit Solves Level 1 (daily math practices for students at or above grade level)</li> <li>✓ Summit Reads Level 1 (daily sustained reading for students at or above grade level)</li> <li>✓ Daily classroom experience</li> <li>✓ Regular Community participation</li> <li>✓ PLP development and annual meeting</li> <li>✓ Personalized Learning Time</li> </ul>	<ul style="list-style-type: none"> <li>✓ Course content is CA standards based or common core based</li> <li>✓ Student centered pedagogy</li> <li>✓ Vertically and interdisciplinary planned curriculum for skill development – includes spiraling</li> <li>✓ Differentiated instruction</li> <li>✓ All students are engaged (talking about and manipulating content 90% of each class period)</li> <li>✓ Longer assignments are chunked with frequent checks</li> <li>✓ 100% extended time for all on tests and exams</li> <li>✓ No more than one mastery in total schedule / per day</li> <li>✓ Mentor teaches academic literacy skills</li> <li>✓ Extensive scaffolding is used to support skill development</li> <li>✓ No assigned work during vacation</li> <li>✓ Students are assessed using multiple modes</li> <li>✓ Assessments are designed to allow students to demonstrate mastery of course content standards</li> <li>✓ SDAIE methodology</li> <li>✓ Common behavior norms / expectations with consistent follow-through</li> </ul>	<ul style="list-style-type: none"> <li>✓ 38 days for professional development, collaborative planning and student logistics</li> <li>✓ 2 hours of common planning time with vertical team daily</li> <li>✓ 1 hour grade level team meetings weekly</li> <li>✓ 4 sections only</li> <li>✓ Class size of 27</li> <li>✓ 1 prep only</li> <li>✓ 110 students max</li> <li>✓ Looping and/or teaching same subject two or more years in a row</li> <li>✓ Uninterrupted teaching time (no assembly schedules, minimum days, announcements, etc...)</li> <li>✓ Peer coaching</li> <li>✓ Induction mentors</li> <li>✓ Existing / developed curriculum for each course (available to all)</li> <li>✓ 25% time administrator for connections coordination</li> <li>✓ Existing / developed curriculum for connections</li> <li>✓ Personalized Learning Plans for Professionals connected to professional development</li> <li>✓ Decision-making authority in school policy and procedure</li> </ul>

PBIS: Positive Behavior Intervention Plans  
SDAIE: Specially designed academic instruction in English



## Key Strategies for Supporting English Learners

**Self-paced content:** Each course is designed with specific course content attached to each course project. The content is hosted on a set of “playlists” that exist on the Activate Instruction web-based portal. These playlists are resources through which the students can learn the content; resources include things like scanned text-book passages, video-taped lectures, uploaded teacher created power point presentations, videos, etc. The resources are specifically created so that students of differing language abilities and literacy levels can all access them. There are pacing guides but no official due dates for when these content playlists need to be finished. The underlying philosophy is that students should be able to move through these playlists at their own pace, in a manner that makes sense for their learning.

**Skill-based projects:** Each course is designed around interdisciplinary projects that are each focused on a specific set of cognitive skills. The cognitive skills are aligned to the Common Core standards in every area. These projects are assessed on a cognitive skills rubric that is closely linked to common core standards (including but not limited to literacy standards) and each student receives feedback on where they are performing on this rubric. The projects are heavily focused on both receptive and productive literacy skills. Student scores on projects and their placement on the cognitive skills rubric provides teachers and mentors an opportunity to track growth over time. All projects are calibrated by standard and provide access for all students; they are on a continuum of skills rather than relying on discrete content knowledge.

**Mentoring:** A core tenet of the Summit Seattle #2 program is that every student is assigned a faculty mentor who regularly meets with each of his/her students. Mentors have the opportunity to deeply get to know each of his/her students and develop an authentic relationship with each mentee. Mentors leverage this relationship to advocate for the learning needs of each student, EL students specifically. The mentor helps the EL student set language goals for him/herself, helps monitor their growth, makes sure he/she is demonstrating that he/she can access the core curriculum, and advocating for and managing any interventions that might be needed.

**Classroom Strategies:** All faculty are required to have language goals (writing, reading, listening and/or speaking) and objectives in their daily lesson plans. Language objectives must also include scaffolds for the students, such as paragraph frames, sentence starters, and outlines. When teachers are observed by their instructional coaches they are asked to reflect on these goals and whether or not they are being met. All faculty are trained in the Specifically Designed Academic Instruction in English (SDAIE) teaching approach and coached to make sure they are employing them every day. SDAIE and other appropriate techniques to help students access the core curriculum as well as make English language development progress include, but are not limited to:

- Multi-modal instructional strategies (verbal and visual, verbal and kinesthetic)
- Access to and training on graphic organizers and academic literacy techniques (e.g., note taking or t-charts)
- Pre-loaded vocabulary and context
- Leveled readings
- Flexible groupings
- Reading aloud, partner readings, explicit instruction and modeling around reading strategies
- Frequent formative feedback and checks for understanding
- Repetition of key concepts in various ways
- Use of visual cues
- Written and spoken instructions delivered step by step
- Differentiated instruction based on demonstrated mastery
- Kagen learning strategies that help students process learning verbally (e.g., think/pair/share)
- Encouraging participation through allowing additional processing time (e.g., telling a student that they are going to be “next” in answering a question orally)
- Low-stakes corrective feedback not only around content but also around language use
- Explicitly pointing out reading and vocabulary strategies such as identifying cognates and breaking down homonyms and homophones
- Use of visuals that reinforce spoken and written words (e.g., word walls)
- Use of gestures for added emphasis
- Adjusting speech (eg. speaking slowly, enunciating, repeating words or phrases, simpler syntax)
- Use of exaggerated intonations

- Using fewer idioms and clarifying the meanings of words or phrases in context
- Stress high frequency vocabulary
- Explicit academic vocabulary instruction (specifically Kate Kinsella's methods)
- Explicit academic literacy instruction (e.g., how to read different types of texts, how to use context to figure out words, etc.)
- Building background knowledge, especially for content that involves cultural, social or historical references
- All faculty are trained in creating a classroom culture that allows for English learning to occur. All classrooms are evaluated on whether or not there is a culture of safety, which includes a safe space to take risks verbally, being supportive of learning new skills and content, and valuing the contributions of every member of the learning community. The goal is to maintain a low-level of anxiety for EL students so they can participate, develop and flourish.

**Student-centered Faculty Collaboration:** One hour each week faculty of each grade level meet to discuss student progress and any specific supports needed. EL students (and other sub-groups of students) are regularly discussed to make sure they are making the appropriate progress. If it is determined that students are not making adequate progress, intervention plans are designed so that they can receive the appropriate support needed to access the curriculum. These interventions are regularly assessed to determine if they are effective or need to be adjusted.

**Student Interventions:** When it is determined that students need additional supports beyond the classroom strategies, individual intervention plans are developed and monitored. Those plans include, but are not limited to:

- Additional support time during the school day in the form of pull out instruction and support from an appropriately credentialed faculty member. This does not take the place of a mainstream course but rather is concurrent instruction so that students are still able to socialize with their mainstream peers. Thus students can still experience a college-preparatory curriculum while at the same time receiving the dedicated time and support they need to gain fluency in reading, writing, listening and speaking in English.
- Additional support time after school by attending teacher office hours. Teachers are able to differentiate instruction and offer individual support in this time so that EL students can better access the curriculum.
- Additional support time built into the students' Expeditions experience. This can take many forms, such as targeted language instruction or extra time with teachers. It may or may not take the place of their regular Expedition course.
- Adaptive reading supports, such as *Reading Plus*. *Reading Plus* is a web-based program that transforms how, what, and why students read. It is a Common Core aligned reading intervention that prepares students to engage with complex text by developing all three dimensions of successful readers—capacity, efficiency, and motivation.

## Key Strategies for Supporting At-Risk Students

**Faculty Office Hours:** For six hours each week, the student's classroom teachers hold office hours outside of normal school hours. The teachers have a rotating schedule to ensure that every student can see all five of his/her classroom teachers at least 30 minutes per week, in a small group or individual session. Academically low-achieving and at-risk students are encouraged - and often commit in their Personalized Learning Plans - to attend these sessions on a weekly basis. During the sessions, the teachers re-teach material, provide additional support for completing assignments, provide additional individualized instruction, and offer alternative assessments.

**Tutoring:** Monday through Friday, outside of normal school hours, Summit Seattle #2 provides tutoring for students. Students have the option of a peer tutor or a volunteer adult tutor. Tutors are appropriately matched, given each individual student's needs, and are available in all courses. Tutors provide support on current assignments and course work, and they provide remediation help for students missing skills or with poor academic literacy.

**Mentoring:** A core tenet of the Summit Seattle #2 program is that every student is assigned a faculty mentor who regularly meets with each of his/her students. Mentors have the opportunity to deeply get to know each of his/her students and develop an authentic relationship with each mentee. The mentor helps the student set goals for him/herself, helps monitor their growth, makes sure he/she is demonstrating that he/she can access the core curriculum, and advocating for and managing any interventions that might be needed. They may also provide ongoing, supportive coaching on key Habits of Success. For example, if a student is struggling with time management, the mentor will work with the student to develop strategies to organize and manage their time, assignments and work. The mentor subsequently monitors their efforts and progress.

**Faculty Discussions / Interventions / Individual Plans:** During bi-weekly faculty meetings, all grade level teachers meet and discuss individual academically low-achieving and at-risk students. The discussions focus on tracking progress, identifying areas of need and effective strategies for working with the individuals.

**Intervention Meetings:** All grade level teachers meet with at-risk students and their parents when necessary throughout the semester in "intervention" meetings. The result of such meetings is a plan that has consensus on how to support the individual student, with specific responsibilities delegated to the student, parents and teachers. The student's mentor monitors the plan to ensure that it is followed.



## Summit Public School: Seattle #2

Attachment 31  
Performance Tasks  
Examples of Information for Data Packets

## Performance Tasks

Performance tasks themselves are the final products of project-based learning. These performance tasks fit into the below types of communication and types of products, which mirror the Common Core's framework:

Type of communication	Type of product
<ul style="list-style-type: none"><li>• Argument</li><li>• Exposition</li><li>• Narration</li></ul>	<ul style="list-style-type: none"><li>• Written</li><li>• Oral</li><li>• Multimedia</li></ul>

Of course, different disciplines suggest specific performance task types. Here are two examples:

Discipline	Type of communication	Type of product	Product	Performance Task
Science – Bio	Exposition	Written	Lab Report	Lab Report - Cellular Respiration
ELA and Social Studies	Argument	Spoken	Persuasive Speech	Persuasive Speech on a current social issue with roots in historical inequity

The performance task itself is a combination of **cognitive skills**—research, interpretation, and expository writing—as well as **content knowledge**—L.04.07 Photosynthesis and Cellular Respiration.

Performance tasks are linked to relevant cognitive skills *and* to the power standards of a course.

**Performance tasks are authentic, valid measures of student achievement that are assessed on the cognitive skills rubric and housed in the PLP.**

## Examples of Info for Data Packets

- Weekly analyses of overall student progress on a specific content assessment, at the specific item level will inform the Course Level Team (“CLT”). Summit Seattle #2 teachers will meet virtually with other Summit teachers and use the CLT data reports to iterate on and improve the alignment between the assessment and the related instructional resources.
- Weekly student level reports are provided to the Summit Seattle #2 Grade Level Teams (“GLT”), indicating specific students who are “on track” or “off track” in each course, based on their project and content assessment progress. The GLTs use these reports to design targeted interventions. The GLT will meet virtually with corresponding GLTs at other Summit campuses to share best practices about specific interventions, including related student achievement data before and after the interventions.
- A series of reports are available for individual teachers to track student-by-student progress at the assessment level, or class-by-class progress on the whole. The reports are built in the Illuminate Data and Assessment (“DnA”) system and shared with all teachers.
- Summit Seattle #2’s Leadership Team will receive a weekly school level packet of data summarizing both student achievement and operational (attendance, discipline, enrollment, demographics, etc.) data. The Leadership Team will use this data to inform strategic decisions as well as to measure and track the impact of changes in school-wide policies or procedures, as they arise.



## Summit Public School: Seattle #2

### Attachment 32

Description of Support Services  
Table of Division of Responsibilities  
Sample Service and Licensing Agreement



# Summit Public Schools

## Support Services

### Provided by the California Central Office and the Washington Regional Office To Summit Seattle #2

*Note: In this document, SPS refers to the combined resources of the California Central Office and the Washington Regional Office. The Central and Regional Offices will partner to provide support services to Summit Seattle #2 in a manner that is seamless for the school.*

#### I. Talent Management

**Red Team / Hotline** (*note: Red Team is Summit's group of school-level Executive Directors*)

- Red Team (planning, facilitation, staff work on initiatives and research)
  - SPS will schedule, plan, lead and facilitate regular Red Team meetings, including pre- and post- meeting work to create a quality meeting context. SPS will assist Red Team through issues research, and will bring new ideas and initiatives to Red Team to address identified needs.
  - EDs are expected to make suggestions about what needs to be addressed at the meetings and what will be most helpful. EDs are expected to attend meetings in person (physically or via video conference) at least 90% of the time. They should actively engage in the discussions and share experiences and issues with the group for case study discussions. EDs should help to reflect on the meetings, and provide input and suggestion for constant improvement.
- 24/7 Hotline for school knowledge, experience, expertise
  - SPS will provide one-on-one access to Executive Leadership resources, including after business hours. SPS agrees to monitor telecommunications channels for requests and to respond expeditiously. SPS will advise Red Team members of any situations where SPS resources will be unavailable for extended periods of time and will provide them with back-up resources.
  - EDs should use discretion in accessing the hotline, reserving it for support with emergency, urgent or unpredictable and timely situations that require support and expertise. EDs should access regular and on-going executive coaching support for non-urgent and routine challenges and questions.

#### Leadership Development

- On-site individualized, weekly coaching to support meeting school goals

- o SPS will meet weekly with Executive Director to support the ED's efforts to meet school goals. Meeting topics will be flexible in order to address current issues. SPS will help maintain a strategic focus for a longer-term agenda to provide thorough support.
- o School (ED) will advise SPS of issues to be discussed in advance, where possible, to allow SPS time to adequately prepare to provide assistance on a timely basis.
- Personal coaching regarding growth on the Leadership Continuum
  - o SPS will meet periodically with Executive Director to review the ED's growth on the Leadership Continuum. SPS will provide support and advice in areas where growth needs are identified.
  - o School will advise SPS of issues to be discussed in advance, where possible, to allow SPS time to adequately prepare to provide assistance.
- Provide expertise, historical background, and experience on daily challenges
  - o SPS will meet regularly with Executive Director to review School anticipated issues, challenges and activities. SPS will provide school with relevant information drawn from experiences of other schools to prepare for upcoming needs.
  - o School will advise SPS of issues, particularly regarding calendar plans, to be discussed in advance, where possible, to allow SPS time to adequately prepare to provide assistance.
- Instruct school board regarding SPS School Management Matrix and the Leadership Continuum
  - o At the request of School's Board, SPS will share with School Board information regarding ED's professional development progress and any specific resources which might further support ED.

### **Professional Development (all staff)**

- Develop vision for, plan, and coordinate execution of Faculty Expeditions
  - o SPS will work with the Executive Director and the faculty of School to identify professional development needs, coordinate planning for professional development sessions, lead such sessions as School and SPS agree, and provide feedback to School on the outcome of such sessions. SPS will work with the Executive Director each year to develop a calendar of Professional Development planning activities, and will work with School to develop a calendar of SPS-led Professional Development activities.
  - o School will provide access for the Professional Development Coordinator to interact with staff according to the calendar plan. School will provide teachers to lead sessions, as well as staff to lead the "Running the School" sessions.
  - o School will give reasonable notice to SPS of changes in the Calendar, and will use best efforts to minimize changes to schedules.
- Integrate (and revise) playbook and SPS Continuum

- o SPS will serve as a resource to School and other Summit Public Schools to facilitate changes in the faculty playbook. SPS will serve as a resource to School in discussions regarding changes to the SPS Continuum, and will facilitate conversations between School and other Summit Public Schools to coordinate shared changes.
- o School will advise SPS of any potential decisions which would have an impact on the Continuum prior to finalization.
- Coordinate use of instructional information
  - o SPS will work with School to align professional development sessions with instructional information, and coach faculty on how to use instructional information.

## **II. General Organizational Support**

### **Finance**

- Audit
  - o SPS will manage the audit process with outside auditors, providing necessary files and reports, arranging appropriate meetings and discussions, and presenting findings to the Board.
  - o School will provide SPS information and records on a timely basis and will be available to provide assistance in answering questions or clarifying information.
- Budget planning & management
  - o SPS will manage the budget planning process, including preparing training and discussion forums with faculty, discussing priorities with Executive Director, providing information from various sources about projected revenues from government programs, and preparing the roll-up budget documents needed for decision-making.
  - o SPS will present budget information to the Board, including to its committees, and work with Executive Director to attain a successful budget outcome.
  - o School will provide access to faculty and Executive Director throughout the process as necessary to complete the process on a timely basis.
- Board reporting
  - o SPS will provide financial reports as requested by the Board and its committees. SPS will work with School to develop a schedule for standard reports.
  - o School will advise SPS promptly of any changes to the schedule of standard reports.
  - o School will advise SPS of any special reporting requests as promptly as possible, and will cooperate with SPS in obtaining the necessary information for such reports so as to minimize the strain on SPS resources to comply with such requests.
- State reporting

- o SPS will provide reports to government agencies and school charter authorizers as required by these agencies. SPS will work with School to develop a schedule for standard reports.
- o School will cooperate with SPS in developing the information necessary to create reports for agencies.
- o School will advise SPS promptly of any non-scheduled reports and will cooperate with SPS to develop the information for such reports so as to minimize the strain on SPS resources to comply with such requests.

**Financial Services (insurance, banking, etc.)**

- Payroll, banking, bills, contracts, retirement accounts
  - o SPS will provide bookkeeping, accounts payable, banking, contract management and other financial services as agreed with School. SPS will use best efforts to manage these services so that School's financial reputation and relationships are maintained to the highest possible standards.
  - o School will provide SPS with information such as check requests on a timely basis so that SPS can process items within its normal operations whenever possible, and will request exceptions to these operational norms as infrequently as possible.
- Paperwork for insurance application & policy compliance
  - o SPS will work with insurance companies, agents or brokers to obtain necessary insurance coverage, including providing underwriting information and other necessary documentation. SPS will review coverage options with School prior to binding coverage.
  - o School will cooperate with SPS to provide needed information on a timely basis.
  - o School will advise SPS of any changes in operations or special insurance needs on a timely basis, and will cooperate with SPS to negotiate insurance changes if necessary.
- Advice on school issues (field trips, etc...)
  - o SPS will provide advisory services to School in regards to insurance issues, including obtaining outside expertise when appropriate. SPS will advise School if there will be an expense to obtain expertise and will not proceed to incur such charges without School's express approval.

**HR**

- Benefits administration
  - o SPS will manage all aspects of the employee benefits program, subject to agreement by the School to the final contracts. SPS will negotiate terms, choose providers, and manage the implementation of the program, including activity throughout the year.
- Vision / leadership / policy / strategy

- o SPS will work with School to develop and execute its Human Resources philosophy and strategy. SPS will keep School informed of any aspects of this strategy which might differ from that of other Summit Public Schools, including the implications of such differences.
- o School will inform SPS of any changes to its Human Resources philosophy and strategy.
- o SPS will advise School of public policy changes that could impact this philosophy or strategy.
- New employee employment / personnel files
  - o SPS will manage the new employee and terminating employee paperwork, including benefit program enrollment, fingerprint verification, and payroll setup. SPS will establish and maintain appropriate personnel files, and will make these files available to School management.
  - o School will provide SPS with timely notification of any change in employment status, and will work with SPS to develop appropriate documentation

## **Communications**

- General communications
  - o SPS will develop and share with School the Summit Public Schools communications strategy, including message points and standard written communications. SPS will work with School to assist in alignment and coordination of School's communications strategy with that of SPS, including making available parallel versions of SPS communications documents.
  - o School will advise SPS of any significant variances in its communications work from the SPS communications strategy
- Media and other external relations
  - o SPS will include School in its general media relations work, and will work to promote School along with its other schools in media and with other external partners.
  - o SPS will provide coaching assistance upon request to help School deal with specific media situations, such as breaking news stories involving School.
  - o School will advise SPS of any media coverage that could have an impact on the reputation of School or SPS as soon as possible.
  - o SPS personnel will be available, as resources allow, to assist School in hosting external parties, including school tours or other events. School will cooperate with SPS in making its facility generally available to SPS for visits from external groups, and will advise SPS as soon as feasible of any scheduling issues associated with such use.

## **III. Information and Technology Technology**

- Maintain infrastructure
  - SPS will maintain the infrastructure of the school's technology system, including servers, wireless routers, printers, projectors, software, internet, voice, etc. SPS will use best efforts to minimize costs of infrastructure, including repair costs, while maintaining a viable system. SPS will discuss with School any significant (to be mutually agreed by SPS and School) repair costs or any situations requiring significant expense for system upgrades.
  - SPS will keep system software up to date with software upgrades, scheduling such upgrades so that the disruption to School's activities are minimized. SPS will execute a regular backup procedure so that School's information is protected (except for information saved to the system since the most recent backup) from damage or loss.
  - School will use best efforts to protect the equipment from damage, and will promptly notify SPS of any problems with the infrastructure and will cooperate with SPS in minimizing further damage in the event of a problem. All equipment costs, including outside repair costs, associated with infrastructure are the responsibility of School.
- Respond to user issues (equipment problems, etc...)
  - SPS will provide access to all of School's technology users to a system to report user issues. SPS shall respond promptly to such issues, contacting the user and providing them with necessary assistance. If the issue cannot be solved during the first interaction with the user, SPS will provide the user with a best-guess estimate of time to complete, and will keep the user advised of any deviations from that estimate. If the issue involves a significant cost (to be mutually agreed by SPS and School) to School to repair, SPS will consult with School prior to proceeding.
  - School will use best efforts to ensure that users are not subjecting equipment to unreasonable wear and tear, to protect equipment from vandalism and theft, and to cooperate with SPS to ensure that users are not engaged in practices that might endanger the infrastructure or equipment of School (viruses, malware, etc.).
- Equipment purchasing / set up (includes copy machine)
  - SPS will work with School to identify equipment needs for the period, including quality requirements, and once this is approved, will negotiate purchases with reputable equipment vendors. SPS will keep School advised of the results of the purchasing process, and will request School's permission if SPS is unable to make these purchases within the agreed-upon budget.
  - SPS will likely need to purchase equipment throughout the year as a result of wear and tear or unforeseen needs. SPS and School will agree at the beginning of the year on a budget for these purchases, and SPS will provide School with a summary of these purchases at least quarterly.
  - School will pay for all agreed-upon purchases under the purchasing plan.
- Tech strategy

- o SPS agrees to act as School's strategic technology advisor, and will provide School with a forward-looking strategy to provide technology capabilities to School beyond the terms of this agreement. SPS will review these ideas with School, and help School understand how the current system could evolve in future years. SPS will work with School to understand the implications of such changes and the costs associated with them so that School can incorporate them into budgeting and fundraising discussions. SPS will coordinate School's technology strategy with the SPS technology strategy in order to enhance integration with other SPS schools, and will advise School if any School decisions will have an impact on system integration.
- o SPS will monitor the evolving technology field for new ideas to improve School's technology capabilities. SPS will, from time-to-time, bring ideas to School of such opportunities and will modify the long-term plan accordingly based on discussions with School.
- o School will work with SPS to identify unmet needs so that SPS can research and develop possible solutions. School will keep SPS apprised of changes in plans that might impact technology.
- Application development and integration
  - o SPS will identify opportunities to develop, integrate, or provide application services that promote and enhance the technology capabilities of School. SPS will regularly review School activities, mission and initiatives for potential deployment of additional applications. SPS will work to deliver the applications and update/upgrade the software as needed. If there are any non-budgeted costs associated with new or upgraded applications, SPS will obtain School's approval before committing to deploy applications. SPS will provide the schools a timely and updated project plan on any application that is approved for integration and or development.
  - o SPS will also support the applications services through technical support and training. SPS will maintain and administer the applications. SPS will inform all stakeholders of any changes to its software and will institute a change management program for approval that directly affects the schools.
  - o School will work with SPS to identify application opportunities that may provide benefits to the other SPS schools as well as SPS itself. SPS will work to deliver the best software solution at the lowest cost possible. SPS will own the intellectual property it develops, but will share the knowledge and technology with School.
  - o School will pay for direct outside costs for School-specific applications and an appropriate allocation of direct outside costs for applications shared by School and SPS.

## **Information**

- Management of Student Information System (SIS)



- o SPS will coordinate SIS services for School, and will include School in its master contract for such services with an outside vendor. SPS will troubleshoot problems, coordinate loading of information for new school year, and help school obtain desired management and operational reports.
- o School will pay an appropriate allocation of the direct cost of the SIS service.
- o SPS will coordinate migration of information from current system to new system (Illuminate), and will coordinate training to appropriate school personnel regarding operation of the Illuminate system.
- Information collection
  - o SPS will work with School to develop tools such as surveys and other information generators to gather meaningful quality information about School's students and student performance, alumni outcomes, organizational performance, and other factors.
  - o School will work with SPS to provide access to or initiate contact with the appropriate parties to enable the gathering of appropriate information.
- Track, analyze, synthesize, and train faculty on benchmark and other testing information
  - o SPS will coordinate benchmark testing and provide school with prompt analysis of information.
  - o School will facilitate information collection and will work with SPS to resolve information inconsistencies.
- Track information needed to measure school goals
  - o SPS will work with School to develop systems for providing actionable information to school leadership to help monitor the health of the organization and to achieve school objectives and goals. SPS will develop methods to collect information, and will develop tools to analyze and present information.
  - o School will facilitate information collection and will work with SPS to resolve information inconsistencies.

## **Knowledge Management**

- Management of Knowledge Management System (KMS)
  - o SPS will coordinate KMS services for School, and will include School in its master contract for such services with an outside vendor. SPS will troubleshoot problems, coordinate loading of information from previous KMS, and help School develop its internal use of the KMS.
  - o School will pay an appropriate allocation of the direct cost of the KMS service.
  - o SPS will coordinate migration of information from current system to new system (MangoSpring), and will coordinate training to appropriate school personnel regarding operation of the MangoSpring system.
- KMS oversight (use, norms, tech planning)
  - o SPS will work with School and users to identify expanded uses of the system, including those initiated by other schools using the KMS.

- o SPS will work with School to identify potential expanded uses of the KMS, and will direct the development of such additional uses. SPS will advise School of any additional costs to develop such uses prior to initiating a development project.
- o School will keep SPS advised of any significant changes in its implementation of the KMS, and any unmet needs that might be accomplished through using the KMS. School will make faculty available to work with SPS as needed to provide internal support for KMS use.
- Training
  - o SPS will train new faculty on use of the KMS, and will maintain a library of specific training documents on the KMS Info site.
  - o School will allot sufficient time during new employee orientation for new faculty to become adequately trained in KMS use.
- User support
  - o SPS will provide support to users of the KMS on an as-needed basis.
  - o School will notify SPS of issues related to use of the KMS, and cooperate with SPS in resolving these issues.

#### **IV. School Resources**

##### **Expeditions**

- Educational design consultation / strategy
  - o SPS will work with School to develop the general parameters for the expeditions design, including budget requirements and a calendar of actions to prepare for and manage Expeditions. SPS will provide information regarding course possibilities, including off-campus arrangements.
  - o School will provide prompt feedback to SPS regarding the suitability of course proposals. School will use best efforts to adhere to the calendar of actions, and will advise SPS of any changes as early as possible.
- Course procurement (including Independent Study and internships)
  - o SPS will identify, evaluate and negotiate with outside providers of expeditions courses, including internship host organizations. SPS will review expeditions course guidelines and expectations with potential providers, and will ensure that all contract signing and insurance requirements are met.
  - o School will provide SPS with necessary information to complete course procurement, including information about programs which might impact the number of students to be enrolled in expeditions courses. School will advise SPS of any changes in enrollment eligibility as soon as possible. SPS will use best efforts to modify cost of courses affected by late changes, but will not be responsible for costs incurred due to such changes.
  - o SPS will be responsible for the process of getting courses approved by the University of California. SPS will advise School of any changes in status as soon as information becomes available, and will use best efforts to ensure that classes are UC-approved wherever possible.

- Course enrollment (registrar, marketing)
  - SPS will develop marketing and registration materials to inform and enroll students in expeditions courses. Materials will be available to School according to the calendar of actions. SPS will provide advisory help services for students to ask questions on an agreed-upon schedule.
  - School will be responsible for distributing marketing and registration materials to students, informing mentees about expeditions and the various course options and for obtaining completed registrations from every student. School will respond promptly to SPS requests to obtain late registrations.
  - SPS will provide confirmation of class assignments according to the calendar of actions. School will distribute confirmations to students promptly, and advise them of appeal procedures. SPS will provide students with opportunities to change registration subject to course availability, and will advise School of any student issues.
  - School is responsible for ensuring that students with IEPs do not sign-up for Independent Study
- Expeditions management (rooms, equipment, issues)
  - SPS will coordinate with School to locate Expeditions classes and to develop the transportation plans to get students to their appropriate locations. SPS will coordinate with expeditions course providers to determine their equipment and facilities needs and will coordinate with providers and School to have these available on the first day of expeditions.
  - SPS will arrange for expeditions course providers to participate in a workshop on expeditions norms and logistics. SPS will provide them with a handbook outlining resources available, expectations, guidelines and their responsibilities as teachers to School's students. SPS will engage with providers throughout expeditions, and help resolve issues. SPS will gather final course grades from course providers. SPS does not make any representation regarding the grades provided, including whether they are consistent with other grades issued by School.
  - School faculty ("buddy teacher") will be paired up with expeditions course providers to support expeditions teachers in managing their classrooms during expeditions in a manner consistent with SPS and School classroom norms. School faculty will participate in expeditions norms workshops. School recognizes that the buddy teacher is the legal certificated teacher for that course, including signing all attendance sheets for the course.
  - School will inform expeditions teachers of any special needs students in their classes and communicate in writing any required accommodations and optimal classroom strategies for such students prior to the beginning of expeditions.
  - School will ensure that equipment brought on campus is secured for use by the classes and protected from damage or theft. If classrooms used by expeditions providers must be used for other purposes after expeditions class hours,

School will restore the room for use by expeditions classes before the next expeditions class session.

- o SPS will work with School to facilitate expeditions providers' reconfiguration of classrooms to be ready for use by School faculty at the completion of each expeditions period.
- o SPS will coordinate expeditions culminating events such as performances and exhibitions. School faculty will assist with events.
- o SPS will use best efforts to work with students who are interested in internships to find an appropriate placement. SPS will work with students who are interested in independent study to develop a general plan for their specific program, including an initial screening of the educational value of the proposed course of study. SPS will maintain a master roster of students in the internship and independent study programs, and will maintain appropriate files and documentation to certify attendance for reporting to the State.
- o SPS will manage the collection of assignments and documentation for IS and internships. School will work with SPS in securing required assignments and documentation for IS and Internships after the completion of the expeditions period in cases where documentation is overdue.

## **College**

- College application activities
  - o SPS will support School's teachers and staff in the college placement process, including developing information and programs to help mentors work with students to find their best fit school.
  - o School will use these resources to work with each student to develop their specific target lists of colleges.
  - o SPS will develop programs to help guide mentors and students through the college application process, providing the necessary training and information on a timely basis.
  - o School will provide mentors and staff with the necessary time and support to access this training. School will work with individual students to monitor and guide their activities through this process, including monitoring deadlines and paperwork.
  - o SPS will develop information and programs to help schools complete recommendation letters and transcripts.
  - o School will manage the interaction with students for these tasks.
- Financial aid activities
  - o SPS will develop information and programs to help School's teachers and staff guide students through the financial aid process, providing the necessary training and information on a timely basis.
  - o School will provide mentors and staff with the necessary time and support to access this training. School will work with individual students to monitor and

guide their activities through this process, including monitoring deadlines and paperwork.

- Family communications activities
  - SPS will develop a family communications program regarding the college admissions process.
  - School will work with SPS to facilitate the delivery of this program.
- Research and outside relationships
  - SPS will develop system-wide college-related relationships, including college admissions offices, College Board, and professional groups. SPS will use these relationships to promote School's students and to advance their prospects as candidates for admission.
  - SPS will work with School to leverage these relationships to address specific student situations as appropriate.
  - School will advise SPS of specific student issues with specific colleges, and School and SPS will develop specific response strategies to address each individual situation.
- Professional Development
  - SPS will work with school leaders, SPS professional development and information teams, and teachers to guide programs and provide the appropriate resources to build and maintain a successful college placement program.
  - School will provide sufficient time for staff to access resources.

### **Food Service**

- SPS will administer the master food service program, including
  - Arranging and managing a contract with a qualified food service provider, based on input from school
  - Processing the Free and Reduced Lunch program paperwork
  - Providing school with guidelines on pertinent regulations and requirements such that the food service program meets such requirements.
- School will manage student and parent contact about the program, including collecting orders, payments, and free and reduced meal paperwork.
- School will coordinate with food provider regarding changes in meal schedule and special requests.

### **General SPS support**

SPS will likely develop other capabilities not specifically listed in this agreement. SPS will keep School informed of the full scope of SPS capabilities and School will have access to these other capabilities upon request.

## Division of Responsibilities

	WA Board	Central Office	WA Regional Office	Summit Seattle #2
<b>School Operations</b>				
Recruitment			Supports	Leads
Reporting/compliance		Supports	Supports	Leads
Lunch			Leads	
Transportation			Leads	
Security				Leads
Maintenance				Leads
Insurance		Leads		
Student activities				Leads
Web site (school-level)			Supports	Leads
Community partnerships			Leads	Supports
School culture				Leads
<b>Executive Leadership</b>				
Mission/vision/values	Leads		Supports	
Coaching of ED's		Supports	Leads	
Board management		Supports	Leads	
<b>Academics</b>				
Academic model		Leads	Makes locally specific	Makes locally specific
Curriculum		Leads	Makes locally specific	Makes locally specific
Assessments		Leads	Makes locally specific	Makes locally specific
Instructional strategies				Leads
Professional development		Leads	Supports	Supports
College			Leads	Supports

Special Education			Leads	Supports
<b>Development and Communications</b>				
Strategy	Approves	Supports	Leads	
Fundraising		Supports	Leads	
External communications		Supports	Leads	
Internal communications		Supports	Leads	
<b>Expeditions</b>				
Strategy		Supports	Leads	
Course procurement			Leads	Supports
Course enrollment			Leads	Supports
Logistics			Leads	Supports
<b>Finance</b>				
Strategy	Approves	Leads	Supports	
Budgeting	Approves	Leads	Supports	Provides input
Reporting		Leads		Provides input
Banking		Leads		
Receivables/payables		Leads		
Accounting		Leads		
Internal controls		Leads	Supports	
Check signing	Approves			
Audit	Approves	Leads		
Payroll	Reviews	Leads	Approves	
<b>Growth</b>				
Strategy	Approves	Supports	Leads	
Charter applications		Leads	Supports	
Facilities		Leads	Supports	
Policy		Supports	Leads	



<b>Information</b>				
Strategy		Leads	Supports	
SIS Management		Leads		Supports
Information collection		Leads		Supports
Data analysis		Leads	Supports	Supports
Data usage				Leads
Knowledge management		Leads	Supports	
<b>People/HR</b>				
Strategy		Leads	Supports	
Recruitment		Supports	Leads	Supports
Hiring	Approves for the ED	Supports	Leads	Supports
Onboarding				Leads
Compensation		Leads		
Benefits		Leads		
Personnel files		Leads	Supports	
<b>Technology</b>				
Strategy		Leads		
Infrastructure		Leads	Supports	
Hardware		Leads	Supports	
Software		Leads	Supports	
Troubleshooting			Leads	

# Summit Public Schools

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## Statement of Work #1 By and between SPS and Summit Public Schools: Washington

<b>Reference:</b>	Master Services Agreement dated July 1, 2014, by and between Summit Public Schools ("SPS") and Summit Public Schools: Washington ("Client").
<b>Term:</b>	July 1, 2014 to June 30, 2015 (the "Initial Term").
<b>Scope of Services:</b>	<p><b>SPS – Description of services 2014/15</b></p> <p><b>I. Talent Management</b></p> <p><b>Red Team / Hotline</b></p> <ul style="list-style-type: none"> <li>• Red Team (planning, facilitation, staff work on initiatives and research) <ul style="list-style-type: none"> <li>○ SPS will schedule, plan, lead and facilitate regular Red Team meetings, including pre- and post- meeting work to create a quality meeting context. SPS will assist Red Team through issues research, and will bring new ideas and initiatives to Red Team to address identified needs.</li> <li>○ EDs are expected to make suggestions about what needs to be addressed at the meetings and what will be most helpful. EDs are expected to attend meetings in person (physically or via video conference) at least 90% of the time. They should actively engage in the discussions and share experiences and issues with the group for case study discussions. EDs should help to reflect on the meetings, and provide input and suggestion for constant improvement.</li> </ul> </li> <li>• 24/7 Hotline for school knowledge, experience, expertise <ul style="list-style-type: none"> <li>○ SPS will provide one-on-one access to Executive Leadership resources, including after business hours. SPS agrees to monitor telecommunications channels for requests and to respond expeditiously. SPS will advise Red Team members of any situations where SPS resources will be unavailable for extended periods of time and will provide them with back-up resources.</li> <li>○ EDs should use discretion in accessing the hotline, reserving it for support with emergency, urgent or unpredictable and timely situations that require support and expertise. EDs should</li> </ul> </li> </ul>

access regular and on-going executive coaching support for non-urgent and routine challenges and questions.

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  - SPS will meet weekly with Executive Director to support the ED's efforts to meet school goals. Meeting topics will be flexible in order to address current issues. SPS will help maintain a strategic focus for a longer-term agenda to provide thorough support.
  - School (ED) will advise SPS of issues to be discussed in advance, where possible, to allow SPS time to adequately prepare to provide assistance on a timely basis.
- Personal coaching regarding growth on the CA Leadership Continuum
  - SPS will meet periodically with Executive Director to review the ED's growth on the Leadership Continuum. SPS will provide support and advice in areas where growth needs are identified.
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  - School will advise SPS of issues, particularly regarding calendar plans, to be discussed in advance, where possible, to allow SPS time to adequately prepare to provide assistance.
- Instruct school board regarding SPS School Management Matrix and the CA Leadership Continuum
  - At the request of School's Board, SPS will share with School Board information regarding ED's professional development progress and any specific resources which might further support ED.

**Professional Development (all staff)**

- Develop vision for, plan, and coordinate execution of Faculty Expeditions
  - SPS will work with the Executive Director and the faculty of School to identify professional development needs, coordinate

	<p>planning for professional development sessions, lead such sessions as School and SPS agree, and provide feedback to School on the outcome of such sessions. SPS will work with the Executive Director each year to develop a calendar of Professional Development planning activities, and will work with School to develop a calendar of SPS-led Professional Development activities.</p> <ul style="list-style-type: none"> <li>○ School will provide access for the Professional Development Coordinator to interact with staff according to the calendar plan. School will provide teachers to lead sessions, as well as staff to lead the “Running the School” sessions.</li> <li>○ School will give reasonable notice to SPS of changes in the Calendar, and will use best efforts to minimize changes to schedules.</li> </ul> <ul style="list-style-type: none"> <li>● Integrate (and revise) playbook and SPS Continuum <ul style="list-style-type: none"> <li>○ SPS will serve as a resource to School and other Summit Public Schools to facilitate changes in the faculty playbook. SPS will serve as a resource to School in discussions regarding changes to the SPS Continuum, and will facilitate conversations between School and other Summit Public Schools to coordinate shared changes.</li> <li>○ School will advise SPS of any potential decisions which would have an impact on the Continuum prior to finalization.</li> </ul> </li> <li>● Coordinate use of instructional information <ul style="list-style-type: none"> <li>○ SPS will work with School to align professional development sessions with instructional information, and coach faculty on how to use instructional information.</li> </ul> </li> </ul> <p><b>BTSA</b></p> <ul style="list-style-type: none"> <li>● Coordinate BTSA program <ul style="list-style-type: none"> <li>○ SPS will coordinate the BTSA program with Stanford or other appropriate providers. SPS will maintain the central communication link with the providers, and will coordinate the delivery of services to School.</li> <li>○ School will provide access for the outside providers to work with BTSA teachers and will communicate any issues to SPS.</li> </ul> </li> </ul> <p><b>II. General Organizational Support</b></p> <p><b>Finance</b></p> <ul style="list-style-type: none"> <li>● Audit</li> </ul>
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- SPS will manage the audit process with outside auditors, providing necessary files and reports, arranging appropriate meetings and discussions, and presenting findings to the Board.
- School will provide SPS information and records on a timely basis and will be available to provide assistance in answering questions or clarifying information.
- Budget planning & management
  - SPS will manage the budget planning process, including preparing training and discussion forums with faculty, discussing priorities with Executive Director, providing information from various sources about projected revenues from government programs, and preparing the roll-up budget documents needed for decision-making.
  - SPS will present budget information to the Board, including to its committees, and work with Executive Director to attain a successful budget outcome.
  - School will provide access to faculty and Executive Director throughout the process as necessary to complete the process on a timely basis.
- Board reporting
  - SPS will provide financial reports as requested by the Board and its committees. SPS will work with School to develop a schedule for standard reports.
  - School will advise SPS promptly of any changes to the schedule of standard reports.
  - School will advise SPS of any special reporting requests as promptly as possible, and will cooperate with SPS in obtaining the necessary information for such reports so as to minimize the strain on SPS resources to comply with such requests.
- State reporting
  - SPS will provide reports to government agencies and school charter authorizers as required by these agencies. SPS will work with School to develop a schedule for standard reports.
  - School will cooperate with SPS in developing the information necessary to create reports for agencies.
  - School will advise SPS promptly of any non-scheduled reports and will cooperate with SPS to develop the information for such reports so as to minimize the strain on SPS resources to comply with such requests.

**Financial Services (insurance, banking, etc.)**

	<ul style="list-style-type: none"> <li>• Payroll, banking, bills, contracts, retirement accounts <ul style="list-style-type: none"> <li>○ SPS will provide bookkeeping, accounts payable, banking, contract management and other financial services as agreed with School. SPS will use best efforts to manage these services so that School’s financial reputation and relationships are maintained to the highest possible standards.</li> <li>○ School will provide SPS with information such as check requests on a timely basis so that SPS can process items within its normal operations whenever possible, and will request exceptions to these operational norms as infrequently as possible.</li> </ul> </li> <li>• Paperwork for insurance application &amp; policy compliance <ul style="list-style-type: none"> <li>○ SPS will work with insurance companies, agents or brokers to obtain necessary insurance coverage, including providing underwriting information and other necessary documentation. SPS will review coverage options with School prior to binding coverage.</li> <li>○ School will cooperate with SPS to provide needed information on a timely basis.</li> <li>○ School will advise SPS of any changes in operations or special insurance needs on a timely basis, and will cooperate with SPS to negotiate insurance changes if necessary.</li> </ul> </li> <li>• Advice on school issues (field trips, etc...) <ul style="list-style-type: none"> <li>○ SPS will provide advisory services to School in regards to insurance issues, including obtaining outside expertise when appropriate. SPS will advise School if there will be an expense to obtain expertise and will not proceed to incur such charges without School’s express approval.</li> </ul> </li> </ul> <p><b>HR</b></p> <ul style="list-style-type: none"> <li>• Benefits administration <ul style="list-style-type: none"> <li>○ SPS will manage all aspects of the employee benefits program, subject to agreement by the School to the final contracts. SPS will negotiate terms, choose providers, and manage the implementation of the program, including activity throughout the year.</li> </ul> </li> <li>• Vision / leadership / policy / strategy <ul style="list-style-type: none"> <li>○ SPS will work with School to develop and execute its Human Resources philosophy and strategy. SPS will keep School informed of any aspects of this strategy which might differ from that of other Summit Public Schools, including the implications of such differences.</li> </ul> </li> </ul>
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- School will inform SPS of any changes to its Human Resources philosophy and strategy.
- SPS will advise School of public policy changes that could impact this philosophy or strategy.
- New employee employment / personnel files
  - SPS will manage the new employee and terminating employee paperwork, including benefit program enrollment, fingerprint verification, and payroll setup. SPS will establish and maintain appropriate personnel files, and will make these files available to School management.
  - School will provide SPS with timely notification of any change in employment status, and will work with SPS to develop appropriate documentation
  - SPS will assist the schools in ensuring a viable pipeline of highly qualified teachers capable of teaching A-G courses is available through participation of job fairs, teacher databases, and other recruitment activities.

**Communications**

- General communications
  - SPS will develop and share with School the Summit Public Schools communications strategy, including message points and standard written communications. SPS will work with School to assist in alignment and coordination of School’s communications strategy with that of SPS, including making available parallel versions of SPS communications documents.
  - School will advise SPS of any significant variances in its communications work from the SPS communications strategy
  - SPS will provide school and family engagement support to ensure robust communication (including coordination of events for family engagement and feedback) with families with an end goal of attract, enroll, and retain students within Summit Public Schools.
- Media and other external relations
  - SPS will include School in its general media relations work, and will work to promote School along with its other schools in media and with other external partners.
  - SPS will provide coaching assistance upon request to help School deal with specific media situations, such as breaking news stories involving School.



- School will advise SPS of any media coverage that could have an impact on the reputation of School or SPS as soon as possible.
- SPS personnel will be available, as resources allow, to assist School in hosting external parties, including school tours or other events. School will cooperate with SPS in making its facility generally available to SPS for visits from external groups, and will advise SPS as soon as feasible of any scheduling issues associated with such use.

**III. Information and Technology  
Technology**

- Maintain infrastructure
  - SPS will maintain the infrastructure of the school's technology system, including servers, wireless routers, printers, projectors, software, internet, voice, etc. SPS will use best efforts to minimize costs of infrastructure, including repair costs, while maintaining a viable system. SPS will discuss with School any significant (to be mutually agreed by SPS and School) repair costs or any situations requiring significant expense for system upgrades.
  - SPS will keep system software up to date with software upgrades, scheduling such upgrades so that the disruption to School's activities are minimized. SPS will execute a regular backup procedure so that School's information is protected (except for information saved to the system since the most recent backup) from damage or loss.
  - School will use best efforts to protect the equipment from damage, and will promptly notify SPS of any problems with the infrastructure and will cooperate with SPS in minimizing further damage in the event of a problem. All equipment costs, including outside repair costs, associated with infrastructure are the responsibility of School.
- Respond to user issues (equipment problems, etc...)
  - SPS will provide access to all of School's technology users to a system to report user issues. SPS shall respond promptly to such issues, contacting the user and providing them with necessary assistance. If the issue cannot be solved during the first interaction with the user, SPS will provide the user with a best-guess estimate of time to complete, and will keep the user advised of any deviations from that estimate. If the issue involves a significant cost (to be mutually agreed by SPS and

	<p>School) to School to repair, SPS will consult with School prior to proceeding.</p> <ul style="list-style-type: none"> <li>○ School will use best efforts to ensure that users are not subjecting equipment to unreasonable wear and tear, to protect equipment from vandalism and theft, and to cooperate with SPS to ensure that users are not engaged in practices that might endanger the infrastructure or equipment of School (viruses, malware, etc.).</li> <li>● Equipment purchasing / set up (includes copy machine)       <ul style="list-style-type: none"> <li>○ SPS will work with School to identify equipment needs for the period, including quality requirements, and once this is approved, will negotiate purchases with reputable equipment vendors. SPS will keep School advised of the results of the purchasing process, and will request School's permission if SPS is unable to make these purchases within the agreed-upon budget.</li> <li>○ SPS will likely need to purchase equipment throughout the year as a result of wear and tear or unforeseen needs. SPS and School will agree at the beginning of the year on a budget for these purchases, and SPS will provide School with a summary of these purchases at least quarterly.</li> <li>○ School will pay for all agreed-upon purchases under the purchasing plan.</li> </ul> </li> <li>● Tech strategy       <ul style="list-style-type: none"> <li>○ SPS agrees to act as School's strategic technology advisor, and will provide School with a forward-looking strategy to provide technology capabilities to School beyond the terms of this agreement. SPS will review these ideas with School, and help School understand how the current system could evolve in future years. SPS will work with School to understand the implications of such changes and the costs associated with them so that School can incorporate them into budgeting and fundraising discussions. SPS will coordinate School's technology strategy with the SPS technology strategy in order to enhance integration with other SPS schools, and will advise School if any School decisions will have an impact on system integration.</li> <li>○ SPS will monitor the evolving technology field for new ideas to improve School's technology capabilities. SPS will, from time-to-time, bring ideas to School of such opportunities and will modify the long-term plan accordingly based on discussions with School.</li> </ul> </li> </ul>
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- School will work with SPS to identify unmet needs so that SPS can research and develop possible solutions. School will keep SPS apprised of changes in plans that might impact technology.
- Application development and integration
  - SPS will identify opportunities to develop, integrate, or provide application services that promote and enhance the technology capabilities of School. SPS will regularly review School activities, mission and initiatives for potential deployment of additional applications. SPS will work to deliver the applications and update/upgrade the software as needed. If there are any non-budgeted costs associated with new or upgraded applications, SPS will obtain School's approval before committing to deploy applications. SPS will provide the schools a timely and updated project plan on any application that is approved for integration and or development.
  - SPS will also support the applications services through technical support and training. SPS will maintain and administer the applications. SPS will inform all stakeholders of any changes to its software and will institute a change management program for approval that directly affects the schools.
  - School will work with SPS to identify application opportunities that may provide benefits to the other SPS schools as well as SPS itself. SPS will work to deliver the best software solution at the lowest cost possible. SPS will own the intellectual property it develops, but will share the knowledge and technology with School.
  - School will pay for direct outside costs for School-specific applications and an appropriate allocation of direct outside costs for applications shared by School and SPS.

**Information**

- Management of Student Information System (SIS), including CalPads, master schedule, CBEDS
  - SPS will coordinate SIS services for School, and will include School in its master contract for such services with an outside vendor. SPS will troubleshoot problems, coordinate loading of information for new school year, and help school obtain desired management and operational reports.
  - School will pay an appropriate allocation of the direct cost of the SIS service.

- SPS will coordinate migration of information from current system to new system (Illuminate), and will coordinate training to appropriate school personnel regarding operation of the Illuminate system.
- Information collection
  - SPS will work with School to develop tools such as surveys and other information generators to gather meaningful quality information about School's students and student performance, alumni outcomes, organizational performance, and other factors.
  - School will work with SPS to provide access to or initiate contact with the appropriate parties to enable the gathering of appropriate information.
  - SPS will perform annual internal credential audit and upkeep credential database for each school to ensure that all courses will be qualified by highly qualified teachers.
  - SPS will develop and implement a school enrollment system to ensure high quality data collection for incoming students and SPS applicants.
- Track, analyze, synthesize, and train faculty on benchmark and other testing information
  - SPS will coordinate benchmark testing and provide school with prompt analysis of information including NWEA MAP assessment scoring and analysis several times per year.
  - School will facilitate information collection and will work with SPS to resolve information inconsistencies.
- Track information needed to measure school goals
  - SPS will work with School to develop systems for providing actionable information to school leadership to help monitor the health of the organization and to achieve school objectives and goals. SPS will develop methods to collect information, and will develop tools to analyze and present information.
  - School will facilitate information collection and will work with SPS to resolve information inconsistencies.

**Knowledge Management**

- Management of Knowledge Management System (KMS)
  - SPS will coordinate KMS services for School, and will include School in its master contract for such services with an outside vendor. SPS will troubleshoot problems, coordinate loading of

	<p>information from previous KMS, and help School develop its internal use of the KMS.</p> <ul style="list-style-type: none"> <li>○ School will pay an appropriate allocation of the direct cost of the KMS service.</li> <li>○ SPS will coordinate migration of information from current system to new system (MangoSpring), and will coordinate training to appropriate school personnel regarding operation of the MangoSpring system.</li> </ul> <ul style="list-style-type: none"> <li>● KMS oversight (use, norms, tech planning) <ul style="list-style-type: none"> <li>○ SPS will work with School and users to identify expanded uses of the system, including those initiated by other schools using the KMS.</li> <li>○ SPS will work with School to identify potential expanded uses of the KMS, and will direct the development of such additional uses. SPS will advise School of any additional costs to develop such uses prior to initiating a development project.</li> <li>○ School will keep SPS advised of any significant changes in its implementation of the KMS, and any unmet needs that might be accomplished through using the KMS. School will make faculty available to work with SPS as needed to provide internal support for KMS use.</li> </ul> </li> <li>● Training <ul style="list-style-type: none"> <li>○ SPS will train new faculty on use of the KMS, and will maintain a library of specific training documents on the KMS Info site.</li> <li>○ School will allot sufficient time during new employee orientation for new faculty to become adequately trained in KMS use.</li> </ul> </li> <li>● User support <ul style="list-style-type: none"> <li>○ SPS will provide support to users of the KMS on an as-needed basis.</li> <li>○ School will notify SPS of issues related to use of the KMS, and cooperate with SPS in resolving these issues.</li> </ul> </li> </ul> <p><b>IV. School Resources</b></p> <p><b>Expeditions</b></p> <ul style="list-style-type: none"> <li>● Educational design consultation / strategy <ul style="list-style-type: none"> <li>○ SPS will work with School to develop the general parameters for the expeditions design, including budget requirements and a calendar of actions to prepare for and manage Expeditions. SPS will provide information regarding course possibilities, including off-campus arrangements.</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ School will provide prompt feedback to SPS regarding the suitability of course proposals. School will use best efforts to adhere to the calendar of actions, and will advise SPS of any changes as early as possible.</li> <li>● Course procurement (including Independent Study and internships) <ul style="list-style-type: none"> <li>○ SPS will identify, evaluate and negotiate with outside providers of expeditions courses, including internship host organizations. SPS will review expeditions course guidelines and expectations with potential providers, and will ensure that all contract signing and insurance requirements are met.</li> <li>○ School will provide SPS with necessary information to complete course procurement, including information about programs which might impact the number of students to be enrolled in expeditions courses. School will advise SPS of any changes in enrollment eligibility as soon as possible. SPS will use best efforts to modify cost of courses affected by late changes, but will not be responsible for costs incurred due to such changes.</li> <li>○ SPS will be responsible for the process of getting courses approved by the University of California. SPS will advise School of any changes in status as soon as information becomes available, and will use best efforts to ensure that classes are UC-approved wherever possible.</li> </ul> </li> <li>● Course enrollment (registrar, marketing) <ul style="list-style-type: none"> <li>○ SPS will develop marketing and registration materials to inform and enroll students in expeditions courses. Materials will be available to School according to the calendar of actions. SPS will provide advisory help services for students to ask questions on an agreed-upon schedule.</li> <li>○ School will be responsible for distributing marketing and registration materials to students, informing mentees about expeditions and the various course options and for obtaining completed registrations from every student. School will respond promptly to SPS requests to obtain late registrations.</li> <li>○ SPS will provide confirmation of class assignments according to the calendar of actions. School will distribute confirmations to students promptly, and advise them of appeal procedures. SPS will provide students with opportunities to change registration subject to course availability, and will advise School of any student issues.</li> <li>○ School is responsible for ensuring that students with IEPs do not sign-up for Independent Study</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>• Expeditions management (rooms, equipment, issues) <ul style="list-style-type: none"> <li>○ SPS will coordinate with School to locate Expeditions classes and to develop the transportation plans to get students to their appropriate locations. SPS will coordinate with expeditions course providers to determine their equipment and facilities needs and will coordinate with providers and School to have these available on the first day of expeditions.</li> <li>○ SPS will arrange for expeditions course providers to participate in a workshop on expeditions norms and logistics. SPS will provide them with a handbook outlining resources available, expectations, guidelines and their responsibilities as teachers to School’s students. SPS will engage with providers throughout expeditions, and help resolve issues. SPS will gather final course grades from course providers. SPS does not make any representation regarding the grades provided, including whether they are consistent with other grades issued by School.</li> <li>○ School faculty (“buddy teacher”) will be paired up with expeditions course providers to support expeditions teachers in managing their classrooms during expeditions in a manner consistent with SPS and School classroom norms. School faculty will participate in expeditions norms workshops. School recognizes that the buddy teacher is the legal certificated teacher for that course, including signing all attendance sheets for the course.</li> <li>○ School will inform expeditions teachers of any special needs students in their classes and communicate in writing any required accommodations and optimal classroom strategies for such students prior to the beginning of expeditions.</li> <li>○ School will ensure that equipment brought on campus is secured for use by the classes and protected from damage or theft. If classrooms used by expeditions providers must be used for other purposes after expeditions class hours, School will restore the room for use by expeditions classes before the next expeditions class session.</li> <li>○ SPS will work with School to facilitate expeditions providers’ reconfiguration of classrooms to be ready for use by School faculty at the completion of each expeditions period.</li> <li>○ SPS will coordinate expeditions culminating events such as performances and exhibitions. School faculty will assist with events.</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ SPS will use best efforts to work with students who are interested in internships to find an appropriate placement. SPS will work with students who are interested in independent study to develop a general plan for their specific program, including an initial screening of the educational value of the proposed course of study. SPS will maintain a master roster of students in the internship and independent study programs, and will maintain appropriate files and documentation to certify attendance for reporting to the State.</li> <li>○ SPS will manage the collection of assignments and documentation for IS and internships. School will work with SPS in securing required assignments and documentation for IS and Internships after the completion of the expeditions period in cases where documentation is overdue.</li> </ul> <p><b>College</b></p> <ul style="list-style-type: none"> <li>● College application activities <ul style="list-style-type: none"> <li>○ SPS will support School’s teachers and staff in the college placement process, including developing information and programs to help mentors work with students to find their best fit school.</li> <li>○ School will use these resources to work with each student to develop their specific target lists of colleges.</li> <li>○ SPS will develop programs to help guide mentors and students through the college application process, providing the necessary training and information on a timely basis.</li> <li>○ School will provide mentors and staff with the necessary time and support to access this training. School will work with individual students to monitor and guide their activities through this process, including monitoring deadlines and paperwork.</li> <li>○ SPS will develop information and programs to help schools complete recommendation letters and transcripts.</li> <li>○ School will manage the interaction with students for these tasks.</li> </ul> </li> <li>● Financial aid activities <ul style="list-style-type: none"> <li>○ SPS will develop information and programs to help School’s teachers and staff guide students through the financial aid process, providing the necessary training and information on a timely basis.</li> <li>○ School will provide mentors and staff with the necessary time and support to access this training. School will work with</li> </ul> </li> </ul>
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individual students to monitor and guide their activities through this process, including monitoring deadlines and paperwork.


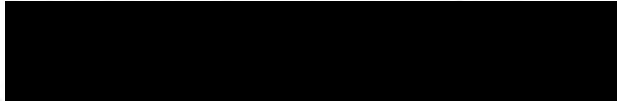
- Family communications activities
  - SPS will develop a family communications program regarding the college admissions process.
  - School will work with SPS to facilitate the delivery of this program.
- Research and outside relationships
  - SPS will develop system-wide college-related relationships, including college admissions offices, College Board, and professional groups. SPS will use these relationships to promote School's students and to advance their prospects as candidates for admission.
  - SPS will work with School to leverage these relationships to address specific student situations as appropriate.
  - School will advise SPS of specific student issues with specific colleges, and School and SPS will develop specific response strategies to address each individual situation.
- Professional Development
  - SPS will work with school leaders, SPS professional development and information teams, and teachers to guide programs and provide the appropriate resources to build and maintain a successful college placement program.
  - School will provide sufficient time for staff to access resources.

**Food Service**

- SPS will administer the master food service program, including
  - Arranging and managing a contract with a qualified food service provider, based on input from school
  - Processing the Free and Reduced Lunch program paperwork
  - Providing school with guidelines on pertinent regulations and requirements such that the food service program meets such requirements.
- School will manage student and parent contact about the program, including collecting orders, payments, and free and reduced meal paperwork.
- School will coordinate with food provider regarding changes in meal schedule and special requests.

**General SPS support**

SPS will likely develop other capabilities not specifically listed in this agreement. SPS will keep School informed of the full scope of SPS capabilities and School will have access to these other capabilities upon request.

<b>Excluded Services:</b>	Other than the services outlined above, SPS is not responsible for any other activities, unless mutually agreed to in writing.
<b>Compensation:</b>	Summit Public Schools: Washington will (a) pay SPS for Services in amount of \$120,000 and (b) reimburse SPS for all pre-approved expenses incurred by SPS in connection with the Services ("Expenses"). SPS shall provide appropriate receipts to Client.
<b>Termination</b>	This Agreement shall end on June 30, 2018 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, Client shall pay SPS for all Services rendered and Expenses Incurred by SPS 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, SPS will render a final billing to Client after the effective date of any such termination, and Client will pay the same. The provisions of this Agreement will survive any such termination in accordance with the terms
Summit Public Schools  Name: Diane Tavenner Title: CEO	Summit Public Schools: Washington  Name: <u>Jen Davis Wickens</u> Title: <u>Chief Regional Officer</u>



# Summit Public School: Seattle #2

## Attachment 33 Financial Policies

## Financial Policies

Summit Public Schools maintains tight internal policies as evidenced by our 12 years of clean audits. The Board of Directors of Summit Public Schools Washington will review the following policies and procedures to ensure the most effective use of the funds of Summit Seattle #2 to support its mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately.

### Overview

1. The SPS WA Board of Directors formulates financial policies and procedures, delegates administration of the policies and procedures to the CEO, the Chief Regional Officer and Executive Director of the school site, and reviews operations and activities on a regular basis.
2. The CEO of Summit Public Schools and the Chief Regional Officer of SPS WA have responsibility for all operations and activities related to financial management of Summit Public Schools Washington. The Executive Director of the school site has responsibility for all operations and activities related to financial management at the school site.
3. Financial duties and responsibilities must be separated so that no one employee has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.
4. All documentation related to financial matters will be completed by computer, word processor, typewriter, or ink.
5. The SPS WA Board of Directors will commission an annual financial audit by an independent third party auditor who will report directly to it. The WA Board will approve the final audit report, and a copy will be provided to the Commission. Any audit exceptions and/or deficiencies will be resolved to the satisfaction of the SPS WA Board of Directors and the Commission.

### Annual Financial Audit

1. The SPS WA Board of Directors will annually appoint an audit committee by January 1 to select an auditor.
2. Any persons with expenditure authorization or recording responsibilities within Summit Seattle #2 may not serve on the committee.
3. The committee will annually contract for the services of an independent certified public accountant to perform an annual fiscal audit.
4. The audit will follow the Washington State standards and shall include, but not be limited to:
  - a. An audit of the accuracy of the financial statements
  - b. An audit of the attendance accounting and revenue accuracy practices
  - c. An audit of the internal control practices

### Financial Reporting

1. In consultation with the CEO, Chief Regional Officer, and Executive Director, the financial team at Summit Public Schools will prepare the annual financial budget for approval by the SPS WA Board of Directors. The budget will be revised once each fiscal year, usually in October or November.
2. The financial team at Summit Public Schools will submit a monthly balance sheet and monthly revenue and expense summaries to the CEO, Chief Regional Officer, and Executive Director

including a review of the discretionary accounts and any line items that are substantially over or under budget (< or > 10% of established budget). The report will be reviewed at the Finance Committee meeting and the scheduled SPS WA Board meeting and action will be taken, if appropriate.

3. Each month, the Central Office financial team will also prepare an updated budget forecast and statement of cash flows. The budget forecast will highlight any variances from the approved budget.
4. The financial team at Summit Public Schools Central Office will provide the CEO, Chief Regional Officer, and Executive Director and/or Board of Directors with additional financial reports, as needed.

## **Purchasing**

1. The CEO, Chief Regional Officer, and Executive Director may authorize expenditures and may sign related contracts within the approved budget. The SPS WA Board of Directors must approve expenditures that would result in a budget variance of \$25,000 of the specific budget line item.
2. The SPS WA Board of Directors must approve contracts over 5% of operating expenses, with the exception of Expedition Contracts as approved in the adopted budget. Contracts below 5% of operating expenses and Expeditions contracts must be approved by the CEO, Chief Regional Officer, Executive Director or the CFO.
3. The Chief Regional Officer, and Executive Director or CFO must approve all purchases. When approving purchases, the CFO, Chief Regional Officer, or Executive Director must:
  - a. Determine if the expenditure is budgeted
  - b. Determine if funds are currently available for expenditures (i.e., cash flow)
  - c. Determine if the expenditure is allowable under the appropriate revenue source
  - d. Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations
  - e. Determine if the price is competitive and prudent. All purchases over \$10,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services
4. Every two weeks, the CFO will prepare a list of recent transactions for approval by the CEO, Chief Regional Officer, and Executive Director.
5. Any individual making an authorized purchase on behalf of Summit Seattle #2 must provide the bookkeeper with appropriate documentation of the purchase.
6. Individuals who use personal funds to make unauthorized purchases may not be reimbursed. Authorized purchases will be promptly reimbursed by a bank check upon receipt of appropriate documentation of the purchase.

## **Contracts**

1. Consideration will be made of in-house capabilities to accomplish services before contracting for them.
2. Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e., consultants, independent contractors, subcontractors).
  - a. Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in

effect. The CEO, Chief Regional Officer, and/or Executive Director may also require that contract service providers list the School as an additional insured.

3. The CEO, Chief Regional Officer, and/or Executive Director will approve proposed contracts in writing.
4. Contract service providers will be paid in accordance with approved contracts as work is performed.

### **Bank Check Authorization**

1. All original invoices will immediately be forwarded to the CFO for approval.
2. The CFO will carefully review each invoice, attach all supporting documentation, and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person designated to receive deliveries should trace the merchandise to the packing list and note any items that were not in the shipment. The packing list should be submitted to the Bookkeeper with the invoice. The Bookkeeper will adjust the invoice for any missing items noted on the packing list before processing for payment.
3. In the case that a purchase is not in the approved budget, the CFO will consult the CEO, Chief Regional Officer, and/or Executive Director before approving the expense.
4. Once approved by the CFO, he/she will stamp a check authorization on the invoice and complete the required information, including noting the specific budget line item that is to be charged for the specified expenditures. The invoice and supporting documentation will be sent to the Bookkeeper on at least a weekly basis. The Bookkeeper will then process the invoices with sufficient supporting documentation.
5. Every two weeks, the CFO will prepare a list of recent transactions for approval by the CEO, Chief Regional Officer, and/or Executive Director.

### **Bank Checks**

1. The CEO, Chief Regional Officer, and Executive Director will be authorized to open and close bank accounts. The two overseeing Board Members (the Board Finance Committee Chairperson and one other Board Member) may sign bank checks within established limitations.
2. The Bookkeeper will ensure that payments from private funds are drawn on the appropriate bank account.
3. The Bookkeeper/CFO and CEO, Chief Regional Officer and/or Executive Director will be responsible for all blank checks and will keep them under lock and key. Blank checks will reside in CA.
4. Once approved by the CFO, the Bookkeeper issues the check based on the check authorization prior to obtaining the appropriate signature(s).
5. Checks may not be written to cash, bearer, or petty cash. Under no circumstance will any individual sign a blank check.
6. The Bookkeeper will record the check transaction in the appropriate general ledger.
7. The Bookkeeper will distribute the checks and vouchers as follows:
8. Original – mailed or delivered to payee
9. Duplicate or voucher – attached to the invoice and filed by account number
10. Cancelled Checks – filed numerically with bank statements by the Office Manager

11. Voided checks will have the signature line cut out and will have VOID written in ink. The original check will be attached to the duplicate and forwarded to the Bookkeeper who will attach any other related documentation as appropriate.

### **Bank Reconciliation**

1. Bank statements will be received directly, unopened, by the CFO.
2. The CFO will examine all paid checks for date, name, cancellation, and endorsement and report any discrepancies to the Bookkeeper. Any discrepancies regarding the paid checks or any checks over 60 days will be researched and if applicable deleted from the accounting system.
3. The Controller will prepare the bank reconciliation, verifying the bank statements and facilitating any necessary reconciliation.
4. The Controller will compare the reconciled bank balance to the cash in the bank account and to the general ledger, immediately reporting any material discrepancies to the CEO, Chief Regional Officer, and Executive Director.

### **Accounts Receivable**

1. Documentation will be maintained for accounts receivable and forwarded to the Bookkeeper.
2. Accounts receivable will be recorded by the Bookkeeper in the general ledger and collected on a timely basis.

### **Cash Receipts (Cash and Checks)**

1. All cash and check receipts will be immediately endorsed with the school deposit stamp.
2. By the close of business each day, the Office Manager will log cash or checks received into the Cash Receipts Log. The Cash Receipt logs should be given to the Bookkeeper with the weekly invoices.
3. A deposit slip will be completed by the Office Manager for approval to deposit. The deposit slip will be duplicated and documentation for all receipts (copy of check, letter, etc.) will be attached to the duplicate deposit slip.
4. Deposits totaling greater than \$2,000 will be deposited within 24 hours by the designated school employee. Deposits totaling less than \$2,000 will be made weekly by the designated school employee. All cash will be immediately put into a lock box.
5. All checks will be endorsed as follows: "For Deposit Only; Agency; Program; Bank Account number."
6. The duplicate deposit slip and deposit receipt will be attached to the deposit documentation and forwarded to the Bookkeeper to be filed and recorded monthly.
7. Summit Public Schools processes all deposits electronically and maintains electronic and paper copies of the processed deposits.

### **Payroll Processing**

1. For hourly employees, the signatory supervisor will verify the timesheets for appropriate hours worked, resolve absences and compensations, and monitor number of hours worked versus budgeted. No overtime hours should be listed on timesheets without the supervisor's initials next to



the day on which overtime was worked. The signatory supervisor will submit a summary report of timesheets to the Bookkeeper who will verify the calculations for accuracy.

2. For certificated employees, the authorized supervisor will verify working days for accuracy, tracking the attendance of certificated employees using the monthly log (to minimize recall at the end of the month as to which certificated employees worked). The authorized supervisor will provide the designated school employee with any payroll-related information such as sick leave, vacation pay, and/or any other unpaid time.
3. For credentialed employees, the Chief Regional Officer or Executive Director will verify working days for accuracy, tracking the attendance of certificated employees using the monthly log (to minimize recall at the end of the month as to which certificated employees worked). The CRO or Executive Director will provide the designated school employee with any payroll-related information such as sick leave, vacation pay, and/or any other unpaid time.
4. For substitute teachers, the Office Manager will maintain a log of teacher absences and the respective substitutes that work for them. The Office Manager will verify that the substitutes initial the log next to their names before they leave for the day and that teachers, upon returning back to work, initial next to their names. This form will be verified and signed by the appropriate supervisor and submitted to the Bookkeeper.
5. The CEO, CRO, and/or Executive Director will notify the Bookkeeper of all authorizations for approved stipends.
6. The Payroll Manager will prepare the payroll worksheet based on the summary report from the designated school employee.
7. The payroll checks (if applicable) will be delivered to the School. The CEO, CRO, and/or Executive Director will document receipt of the paychecks and review the payroll checks prior to distribution.

### **Payroll Taxes and Filings**

1. The Payroll Manager will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries.
2. The Controller will authorize the contracted payroll processor to process federal and state payroll taxes.
3. With Trinet, the Controller will prepare the state and federal quarterly and annual payroll tax forms, review the forms as needed with the CEO, CRO, and/or Executive Director, and submit the forms to the respective agencies.

### **Loans**

1. The CEO and the Board of Directors will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the charter-granting agency in accordance with the terms of the charter petition and/or other lenders in accordance with the loan documents.
2. Once approved, a promissory note will be prepared and signed by the CEO before funds are borrowed.
3. Employee loans are not allowed.

### **Financial Institutions**

1. All funds will be maintained at a high quality financial institution.

2. All funds will be maintained or invested in high quality, short maturity, and liquid funds.
3. Physical evidence will be maintained on-site for all financial institution transactions.

### **Retention of Records**

1. Financial records, such as transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documentation will be retained for a minimum of seven (7) years. At the discretion of the Board of Directors or CEO, CRO, and/or Executive Director, certain documentation may be maintained for a longer period of time.
2. Financial records will be shredded at the end of their retention period.
3. Appropriate back-up copies, including financial and attendance accounting data, will be regularly prepared.

### **Funds Balance Reserve**

1. A funds balance in accordance with state recommendations for charter schools will be maintained.

### **Insurance**

1. The CFO will ensure that appropriate insurance is maintained at all times with a high quality insurance agency.
2. The CFO will maintain the files of insurance policies, including an up-to-date copy of all certificates of insurance, insurance policies and procedures, and related claim forms.
3. The CFO will carefully review insurance policies on an annual basis, prior to renewal.
4. Insurance will include general liability, worker's compensation, student accident, professional liability, and directors' and officers' coverage. Supplementary coverage will cover the after-hours and weekend activities. Coverage will be in line with the limits listed in the school's approved charter petition.

### **Cash Management**

Summit Public Schools Washington Board will pass a resolution stating that the Regional Office will provide all necessary funds to any of the schools in its Washington portfolio, including any and all new schools that will be opened in the future, in the event that any such school is negatively impacted as a result of state cash disbursements or other similar financial circumstances.

Summit Public Schools Washington has already raised the cash to cover the operating expenses in Year 1, as demonstrated in Summit Seattle #2's budget.



## Summit Public School: Seattle #2

Attachment 34  
WA Board Training To-Date

## WA Board Training To-Date

	Apr. 2014	May 2014	Aug. 2014	Sept. 2014	Oct. 2014	Dec. 2014	Feb. 2015	Mar. 2015
<b>Academic Model</b> , including focus on college readiness, four elements, goal-setting, Summit history and school leader/academic dashboards	X			X		X		
<b>Academic Outcomes</b> , including student data, student satisfaction, and dashboards	X			X		X		
<b>School Administration</b> , including school leadership, teacher development, leadership pipeline, teacher pipeline, organizational culture, and faculty satisfaction		X		X	X	X	X	
<b>Finance</b> , including charter school finance, budgeting, fundraising, expenditures (e.g. contracted services, facilities, school operations) and budget analysis	X	X		X	X	X	X	X
<b>Facilities</b> , including requirements, considerations, analysis, and lease review	X	X	X	X	X	X	X	
<b>Governance</b> , including board roles and responsibilities, contracts, strategy, growth, effective governance, and legal governance start-up experience	X	X			X	X	X	
<b>Cultural Competence</b> , including Seattle landscape, school culture development, parent satisfaction, Summit history, and community engagement				X	X	X		X
<b>Parent Engagement</b> , including parent/community engagement strategies, recruitment, role of Parent Organization and Advisory Boards		X		X	X	X	X	X

### Additional Trainings

- **Site Visits:** Board members toured Summit schools in Bay Area with school leaders and conferenced with key Summit leadership (Spring 2014)

- **WA Charters Board Training:** Mr. Orbino, Board Member, is participating on behalf of SPS WA and sharing learning with other board members



## Summit Public School: Seattle #2

Attachment 35  
Restorative Practices

## **Restorative Practices at Summit Seattle #2**

### **Restorative Practices Philosophy**

A strong student culture occurs when the expectations are high, clear, and predictable. Students feel capable of meeting this high bar because they know what's expected of them. They have a good sense of what the boundaries are, and they know the consequences if they go beyond them. Though these boundaries may not be the same for every teacher nor the consequences the same for every student or every deviation from the high bar, things are consistent enough that students feel setup for success in living up to the high expectations, and they feel the system is fair.

Recognizing, celebrating and praising students who live up to the high bar is a great way to demonstrate the desired school culture. Highlighting model behavior should be a focus on our campus, and doing so will result in most of the students striving to follow suit most of the time.

Even with all of the above in place, some students may fall short of our high expectations; some may actively rebel. When students behave in ways that show disrespect or harm to the community, logical consequences must result. This means emphasizing reflection, empathy and redemption.

Emphasizing reflection, empathy and redemption requires patience. That said, there are techniques that we can use to help students progress in their development on this front. Perhaps the most impactful is ensuring that students hear and understand how their behavior affects others. This happens when people around them use "affective statements" and ask "affective questions" (that is, statements and questions that emphasize the effect that the behavior has). Oftentimes, when students are among those impacted, hearing from them can be the most powerful, for example in Restorative Circles.

Underlying all of this is the notion that interactions between students and teachers must come from a place of respect. This mutual respect is sacrosanct. Students must respect decisions that adults make; adults must separate the deed from the doer and avoid public shaming. A violation of this respect becomes the first thing that must be addressed and restored before other actions are taken.

### **Faculty Objectives for Restorative Practices Training**

Summit offers training to all faculty on restorative practices during Summer of Summit and throughout the school year, and school leaders offer additional coaching and support throughout the school year as faculty implement restorative practices in their classrooms and with their mentees. The following are the objectives for those trainings and are aligned with the philosophy outlined above.

#### **SECTION 1:**

***Objective 1A: Faculty will become familiar with affective language and questioning.***

***Objective 1B: Faculty will get behind a collective discipline philosophy.***

#### **SECTION 2:**

***"A strong student culture occurs when the expectations are high, clear and predictable. Students feel capable of meeting this high bar because they know what's expected of them. They have a good sense of what the boundaries are, and they know the consequences if they go beyond them."***

**Objective 2A: Faculty will calibrate on and – where applicable – achieve consensus on the boundaries for students.**

**Objective 2B: Faculty will have be equipped with ideas for logical consequences for potential student behavior.**

### **SECTION 3:**

*“Mutual respect is sacrosanct... A violation of this respect becomes the first thing that must be addressed and restored before other actions are taken.”*

**Objective 3a: Faculty will achieve consensus on a policy that maintains their authority and respect in the classroom.**

**Objective 3b: Faculty will be prepared to have really good conversations with kids that will make the implementation of these plans successful.**

### **SECTION 4:**

*“Oftentimes, when students are among those impacted, hearing from them can be the most powerful, for example in Restorative Circles.”*

**Objective 4: Faculty will become familiar with restorative circles, and practice implementing them.**

### **SECTION 5:**

*“Recognizing, celebrating and praising students who live up to the high bar is a great way to demonstrate the desired school culture.”*

**Objective 5: Faculty will implement structures, events and/or campaigns that recognize, celebrate and praise students who demonstrate our desired school culture.**

## **Student Objectives for Restorative Practices Workshop**

As part of Summit's implementation of restorative practices, Summit faculty have developed several resources for students: lesson plans, lists of explanatory/exploratory content that students can access at any time, and classroom workshops. The following are student objectives for the content and activities:

- Explain the differences between Zero Tolerance practice and Restorative Practices and the rationale for implementing these practices at school sites.
- Explain the benefits of implementing Restorative Practices at school sites on student behaviors, school culture and outreach to families, CMO and community stakeholders.
- Understand theoretical frameworks underlying Restorative Practices.
- Articulate the Restorative Practice implementation process.

## **Faculty Restorative Practices Resources**

- *The Little Book of Restorative Justice* (Zehr)
- *The Restorative Practices Handbook* (Costello, Wachtel, and Wachtel)
- “Restorative Justice? What’s That?” (Zehr)
- “Restorative Justice: A Working Guide for Our Schools” (Kidde and Alfred)





## Summit Public School: Seattle #2

Attachment 36  
About Summit Public Schools



**summit**  
public schools

**Summit Public Schools**  
is a leading charter management organization  
serving diverse communities in the  
San Francisco Bay Area and Washington State.

Summit's mission is to prepare every student  
for success in a four-year college, and to be thoughtful,  
contributing members of society.

### About Summit Public Schools

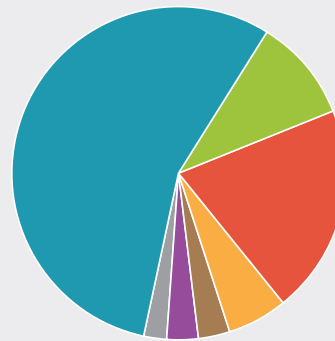
YEAR FLAGSHIP SCHOOL OPENED:  
**2003**

NUMBER OF SCHOOLS:  
**9**

GRADES SERVED:  
**6-12**

### Summit serves a diverse student population that reflects its local communities

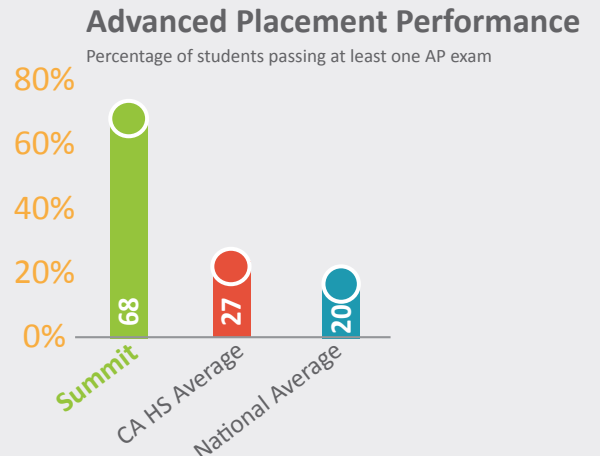
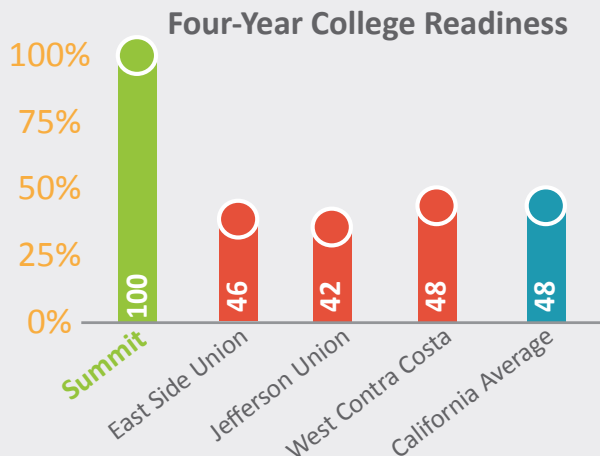
- 55% Hispanic
- 10% Asian
- 20% White
- 6% Two Or More Races
- 3% Filipino
- 3% African American
- 2% Other



- 2,000 Students
- 48% Free and Reduced Lunch
- 10% Special Education
- 13% English Language Learners

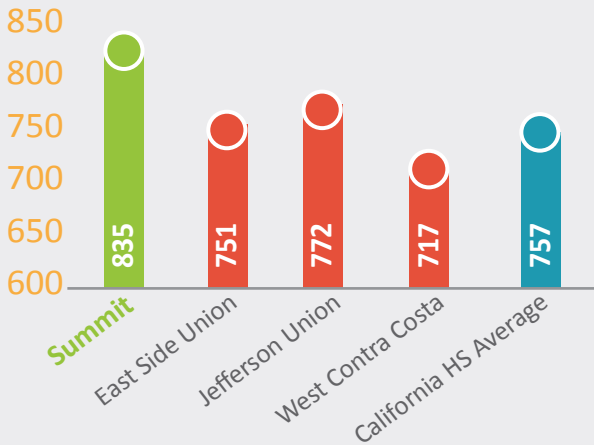


### Summit prepares every student for college, equipping them with powerful and enduring skills needed to succeed

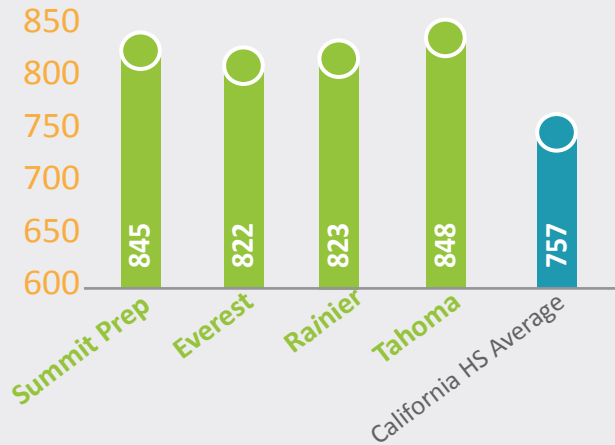


## Summit Schools rank among the top 20% of public high schools in California

CA Statewide (API) Performance



School (API) Performance

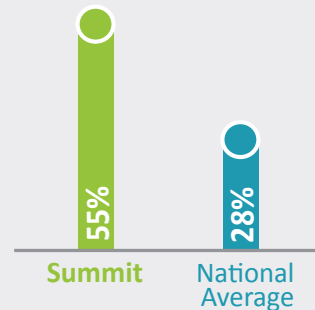


Our flagship school, Summit Prep, is ranked as the 103 best high school in the nation, and awarded a Gold Medal by US News & World Report.

Over 96% of Summit graduates are accepted into at least one 4-year college.

Since our founding, Summit graduates have been accepted to 44 of the top 50 colleges and universities in the U.S.

Summit graduates  
double the national average  
for college completion



Summit attracts a world-class teaching faculty from the nation's top teacher preparation programs, including Stanford, Harvard, NYU, UC Berkeley, and Columbia.

Summit has retained over 80 percent of its teachers in the organization since its founding.

*"Summit teachers took the time to get to know me on a personal level. It was these relationships and that support, that helped me get into college and be the person I am today."*



**summit**  
public schools

Changing Education, Changing Lives.  
[www.summitps.org/student-day](http://www.summitps.org/student-day)





# Summit Public School: Seattle #2

## Attachment 37 Conflict Resolution Procedure

# Conflict Resolution Procedure

## A. FOUR MAJOR AREAS OF COMMUNICATION:

**Conflicts may include a wide area of issues, and regard family and staff concerns.** Conflicts may fall into one of four major areas or may be a combination of these areas as listed below. It is emphasized that the first step in the resolution of any conflicts in our community is direct communication with the involved parties. Where reasonably possible, the concerned parties are strongly encouraged to address their questions or concerns with the appropriate school personnel listed under each communication area as follows:

### 1. Policies and Legal Issues

Reviewing Board-adopted policies and procedures lends information that may at times solve a conflict. The Board has final approval for all school policies and procedures. Issues of policy and procedures should be addressed to the Executive Director.

### 2. Procedures/Daily Operations

The Executive Director shall establish procedures designed to carry out the policies adopted by the Board. Procedures pertain to anything regarding the daily operations of the school. Procedures can be clarified by an office staff member or the Executive Director. The Executive Director serves as the primary administrator of the school. Any daily operations/procedural issues should be addressed directly by the Executive Director.

### 3. Pedagogy

Pedagogical issues, which pertain to anything that occurs in the classroom, i.e. teaching, curriculum, classroom management, or teacher-student relationships should be addressed directly to the class teacher.

### 4. Interpersonal Communication and Relationships

Concerns between people or communication breakdown should be directly communicated with the person(s) involved.

## B. CONFLICT RESOLUTION PROCEDURE

### 1. Internal Complaints (Complaints by Employees Against Employees)

This section of the policy is for use when a school employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Executive Director or designee:

- a. The complainant will bring the matter to the attention of the Executive Director as soon as possible after attempts to resolve the complaint with the immediate supervisor (or purportedly offending employee) have failed or if not appropriate; and
- b. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Executive Director or designee will then investigate the facts and provide a solution or explanation;
- c. If the complaint is about the Executive Director, the complainant may file his or her complaint in a signed writing 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.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the school values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

**2. Policy for Complaints Against Employees (Complaints by Third Parties Against Employees)**

This section of the policy is for use when a non-employee raises a complaint or concern about a school employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the Executive Director or Board President (if the complaint concerns the Executive Director) as soon as possible after the events that give rise to the employee's work-related concerns. The written complaint should set forth in detail the factual basis for the employee's complaint.

In processing the complaint, Executive Director (or designee) shall abide by the following process:

- a. The Executive Director or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- b. In the event that the Executive Director (or designee) finds that a complaint against an employee is valid, the Executive Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Executive Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- c. The Executive Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board. The decision of the Board shall be final.

## **C. GENERAL REQUIREMENTS**

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the Executive Director) or the Executive Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.



## Summit Public School: Seattle #2

### Attachment 38

Sample Expeditions Courses

Summer of Summit Overview



## Sample Expeditions Courses

Year-Long, All Day Courses	Year-Long, Half Day Courses	Workshops
<ul style="list-style-type: none"> <li>• Visual Arts I</li> <li>• Visual Arts II</li> <li>• Drama I</li> <li>• Drama II</li> <li>• Spoken Word</li> <li>• Hip Hop</li> <li>• Computer Science and Information Technology</li> <li>• Internship &amp; Career Class</li> </ul>	<ul style="list-style-type: none"> <li>• College Readiness</li> <li>• Service Learning</li> <li>• Psychology</li> <li>• Global Studies</li> <li>• In-Depth Study of the Holocaust and Genocide</li> <li>• Career Readiness</li> <li>• Forensics – Debate</li> <li>• Forensics – Interpretive</li> <li>• Yoga / Balanced Living</li> <li>• Music Production</li> <li>• Video Production</li> <li>• Poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Intro to Photography</li> <li>• Guitar Basics</li> <li>• Financial Literacy 101</li> <li>• Sex Ed and Healthy Relationships</li> <li>• Emotional Intelligence and Leadership</li> <li>• Philanthropy</li> <li>• AP Boot Camp</li> <li>• Cartooning</li> <li>• Community/School Mural Project</li> <li>• Improv Comedy</li> <li>• Solving Hard World Problems</li> <li>• Building Websites</li> <li>• Aspen Institute – Leadership</li> <li>• Making Board Games</li> <li>• Business and Investing Basics</li> <li>• US History Through Film</li> <li>• Art History</li> <li>• Technology</li> <li>• Event Planning</li> <li>• Managing a Sports Team</li> <li>• Mock Trial</li> <li>• Cooking &amp; Nutrition 101</li> </ul>

# Summer of Summit 2015

## THERE IS A PLACE FOR EVERYONE AT SUMMER OF SUMMIT 2015

We believe strongly that no matter where you are in your professional practice, there is a place for you at Summer of Summit 2015. This document should serve as a high-level introduction to the roles available for all new and returning teachers at Summit for this summer.

Please see below for more information:

1. [What is Summer of Summit?](#)
2. [What roles are available?](#)
3. [What are the logistics?](#)

# Summer of Summit – Then and Now

Summer of Summit is now entering its third year as a professional learning experience for educators from across SPS and across the country. It also promises to be a fun-filled, meaningful summer experience for Summit students.

Two years ago, during the Summer of 2013, over sixty teachers and administrators came together at Summit for six weeks of PD. The goal was to develop the 6-12 curriculum and assessments that propel every student toward college and career readiness. The results of that summer included the creation of competency-based Content Guides for our academic and college-ready subjects, over 550 on-demand content assessments, over 100 multimodal playlists of learning resources for students, and over 150 performance tasks for project-based learning assessment. A number of external partners from schools, organizations, and educational technology companies from across the country contributed and developed professionally as well.

Last summer, during the Summer of 2014, over 240 educators came from across the U.S. for an expanded Summer of Summit experience, the largest PD experience in the history of Summit. Over 120 Summit educators, plus educators from across the country, developed the competencies required of collaborative, supportive, and skills-focused instructors, while working with over 130 Summit students. Students received personalized mentoring and teaching so that they further developed their cognitive skills, content knowledge, and habits of success. Students also provided Summit educators with feedback about our instructional practices, thereby allowing us to hone and refine our skills in partnership with our students. Additionally, almost 200 high-quality projects, 42 content assessments, and over 90 playlists were created or improved.

Summer of Summit 2015 will be even grander! The theme of this summer is "A Place for Everyone." This summer, we have the opportunity to serve many more students - each with varying needs - across five school sites for four weeks. We will be creating opportunities for every student to get the most out of SoS - from projects to Expeditions to peer-to-peer mentorship to student leadership to PLT. Much of this is enabled by a partnership with Teach for America: 100 of their new Corps Members will be on site with us this summer developing lasting learning experiences for teachers and students. We are very excited to further our mission to broadly impact education in America through this work. This partnership also enables increased opportunities for Summit teachers to step into peer mentorship, modeling and coaching roles with other Summit teachers. Finally, our world-class curriculum will continue to be improved and iterated on over this summer.

No matter how you are interested in growing and developing over the summer, there will be an opportunity for you at Summer of Summit 2015.

# Roles Overview

## 1. Summer Fellows (all weeks, on site)

We are seeking teachers currently participating in the Leadership Fellows program who are interested in school leadership to apply to be Summer Fellows to lead a school site for SoS. The Summer Fellow role is designed to be a professional development experience in preparation for Red Team and school leadership. It would be impossible to create a more authentic and powerful opportunity to develop into a Summit school leader.

Working in strategic partnership with the Academics Team, Red Team and a partner Teach for America Summer Fellow, Summer Fellows will provide site leadership and management for Summer of Summit. Summer Fellows will:

- Build culture at their school sites
- Work with SoS 2015 Leadership Team to set and track priorities
- Manage a small team of educators on site during weeks 2-5 of SoS
- Set weekly goals, track performance, and ensure student achievement
- Support professional development of Instructors and Lead Instructors
- Get support from Instructional Fellows on instructional coaching
- Manage site-based scheduling, logistics, and compliance
- Manage typical student, teacher and parent relationships
- Lead a workshop/experience during Foundations Week
- Lead a team during Foundations Week

## 2. Instructional Fellows (multiple weeks, on site)

We are seeking highly effective returning teachers who are interested in instructional leadership but not necessarily in leaving the classroom to apply to be Summer of Summit Instructional Fellows. Those applying have been recommended as excellent teachers/leaders/mentors, and data reveals their effectiveness with students.

Instructional Fellows will:

- Observe and coach Instructors and Lead Instructors
- Model Next Gen teaching practices
- Co-teach with Instructors and Lead Instructors
- Track student performance and coach accordingly
- Lead a workshop/experience during Foundations Week

- Support Summer Fellows in leading a team during Foundations Week

### **3. Lead Instructors (multiple weeks, on site)**

Highly effective returning teachers with some experience in the Summit organization, including Expeditions teachers and Special Education teachers, are invited to apply to be Summer of Summit Lead Instructors. Those applying have been recommended as excellent teachers/leaders/mentors. Lead Instructors will:

- Facilitate skills-based instruction with students
- Act as mentor to students, with a particular focus on acculturating new students
- Support students' content acquisition
- Lead Expeditions experiences with students
- Receive and provide support and modeling on instruction and mentorship
- Provide peer support to Instructors

### **4. Instructors (multiple weeks, on site)**

Every returning teacher in the Summit organization, including Expeditions teachers and Special Education teachers, is invited to be a Summer of Summit Instructor. Instructors will:

- Facilitate skills-based instruction with students
- Act as mentor to students
- Support students' content acquisition
- Receive support and modeling on instruction and mentorship
- Receive peer support

### **5. Professional Development Participants (one week, on site)**

Every teacher in the Summit organization is invited to be a Summer of Summit participant during Foundations Week (June 15 – 19). This option is only for individuals who are unable to commit to working during weeks 2-5 but still want to engage in high quality professional learning experiences.

### **6. Curriculum Developers (off-site)**

A few teachers in the Summit organization will be selected to work off-site as Summer of Summit Curriculum Developers. Curriculum Developers will iterate on select projects, playlists, and content assessments, to be determined in the spring of 2015.

# Logistics

## Draft Schedule, ~8am to 5pm each day

Week of:	Monday	Tuesday	Wednesday	Thursday	Friday	Location
June 15	Foundations Week: Collaboration, Adult Learning, Culture and Relationship Building					Summit Prep
June 22	<i>Same as Weeks Below</i>					5 sites
June 29	Summit Public Schools CLOSED for July 4 Week					
July 6	<i>With Students</i>					5 sites
July 13	Instruction, Mentoring, Content Support, Expeditions, Feedback, Additional Support for select students					5 sites
July 20	<i>Without Students</i>  Teacher Coaching, Team Goal-Setting, Team Planning, Adult Learning, Collaboration					5 sites



# Summit Public School: Seattle #2

## Attachment 39

Additional Resumes for Leadership Team

## Bryant Wong

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### Professional Experience

**Summit Public Schools**, Redwood City, CA  
Chief Technology Officer

2007-present

- Executive leadership for instructional technology services
- Strategic design, oversight and planning of all technology services, covering networking and system administration, web development, instructional technologies, and application support
- Successful deployment and implementation of dedicated 1:1 Chromebooks across seven schools
- Expert in designing next generation learning technology network infrastructure, protocols and topologies
- Works collaboratively with schools and departments to support technology integration and innovation
- Strategic planning for IT, including annual development of all system-wide goals and objectives for technology, ensuring alignment with overall administrative, education and student support plans
- Directs, develop, and evaluates the performance of staff
- Research, Interpret, and development of policies, procedures and guidelines needed to ensure legal compliance, data and network security and appropriate technology use
- Creation, execution, and control of technology budgets
- Designed the schools network to provide 99.94% availability to instructional minutes
- Strategic planning and execution of E-Rate Category 1 and Category 2 funding in excess of \$500,000
- Works independently with little direction
- Expert in managing and designing Google Apps for Education
- Plans and organize work of the technology team effectively and efficiently
- Prepare comprehensive narrative and statistical on performance of the technology team and school technology operations
- Manages and assures cost-efficient and effective technology operations
- Lead the development and design of new and existing facilities technology infrastructure needs

**High Tech High**, Redwood City, CA  
Director of Technology

2006-2007

- Leadership and administration oversight of all technology and user support service
- Planning for IT, including fundraising of goals and objectives for technology



- Strategic turn-around from a failing technology infrastructure to a robust and highly reliable network supporting the needs of a dedicated 2:1 computing environment
- Technology classroom instructor

**All Covered**, Redwood City, CA

2005-2006

Consultant

- Provided leadership and technical expertise for medium and large enterprise. Managed multiple heterogeneous networks
- Leadership, training, and professional development of other colleagues

**Unlimited Fiber Optics**, San Francisco, CA

2002-2005

Senior Manager IT Operations

- Responsible for building and managing an extensive local and wide area technology network
- Participated in venture capital fund raising and eventual sale of the company to a larger telecommunications (Cogent Communications) entity

**Sigma Networks**, San Jose, CA

2000-2002

Systems Administrator

- Provided and built local and wide area networks, devices, and system in multiple locations across the country
- Implemented systems consisting of financial, CRM, and HRIS

**Tomen Telecom**, San Francisco, CA

1998-2000

IT Support Administrator

- Responsible for supporting all desktop, laptops, phones, and printers for a multi-national corporation

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### Education & Certification

- Master of Business Administration (2005)  
University of San Francisco, San Francisco, CA
  - BS, Computer Information Systems (2003)  
Golden Gate University, San Francisco, CA
  - Certified Google Analytics Academy (2013)
  - Google Apps for Education (2007-2014)
  - Cisco Certified Network Associate (2002)
  - Microsoft Certified Software Engineer (2000)
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## **Publications and Presentations**

- Presenter: California Charter School Association 2015 Conference  
(Making Blended Learning Work "Operations and Finance of a Great Tech Program")
- Contributing writer: Go Blended!: A Handbook for Blending Technology in Schools  
(February 2015, Jossey-Bass)
- Presenter: California Charter School Association 2014 Conference  
(Integrating Technology: Curriculum and Professional Development)
- Presenter: Bay Area Google IT Education Symposium 2013

# Diane Tavenner

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## Experience

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### Summit Public Schools

2008 – Present

*Co-Founder and CEO*

- As the Founder and CEO of Summit Public Schools, led the development of a charter organization that employs a Personalized Learning Plan (PLP) model which leverages technology to connect students' long-term goals to their daily actions and empowers them to own their learning.
- Summit's graduates are completing four-year college degrees at twice the national average. *Newsweek* and *US News & World Report* have ranked Summit among the top public schools in the nation.
- In partnership with Facebook, Summit is currently working to scale Summit's innovative school model by making its Personalized Learning Plan Platform (PLP) available to schools across the country for free.

### Summit Preparatory High School

2002 – 2008

*Executive Director*

- Founded Summit Preparatory Charter High School in Redwood City
- Summit Prep is ranked by *Newsweek* as one of 10 miracle high schools in the nation that is transforming student lives
- 100% of Summit's graduates exceed the entrance requirements for the UC/CSU system and 97% of the graduates have been accepted to at least one four year college

### Mountain View High School

1998 - 2001

*Assistant Principal*

- Assistant principal for Mountain View High School and helped lead curriculum development and design, staff development, and multiple other activities to improve upon school performance

## Education

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**Stanford University – MA, Educational Administration and Policy Analysis, 2000**

1998 – 2000

**University of Southern California - B.A. in Psychology and Sociology**

1988 – 1992

## Activities

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### California Charter Schools Association

*Board Chair*

Board member and chair, helping to represent a majority of the charter schools in California (1,100+ schools)

### California Charter Schools Association Advocates

*Chairperson*

Chair of this advocacy organization that is working on behalf of public school students to improve public education

### Pahara-Aspen Education Fellowship

*2013 Fellow*

A program with the Aspen Institute and NewSchools Venture Fund, and part of the Aspen Institute leadership program aimed to bring extraordinary leaders together to develop their leadership capacity as they work to improve public education today.

# DIEGO ARAMBULA

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## **EDUCATION:**

- Class of '05      **STANFORD UNIVERSITY**, Stanford, CA
- Master of Arts in Education and California preliminary single subject credential in Social Sciences
- Class of '02      **HARVARD UNIVERSITY**, Cambridge, MA
- B.A. with Honors in Government.

## **EXPERIENCE: EDUCATION**

- 2011-Present      **CHIEF GROWTH OFFICER**, Summit Public Schools
- Lead all growth related activities for Summit Public Schools, helping us more than double in schools and students served in 3 years, including leading the effort to authorize the first two public charter high schools in the state of Washington, which are set to open in fall 2015.
  - Revised greenlighting process used by board and executive leadership team to determine how and where Summit can have broad impact in public education.
  - Secured charters and renewals for 5 schools and facilities for 4 schools.
  - Serve on Summit Public Schools' Executive Leadership team, managing the vision and direction for the entire organization.
- 2009-2011      **EXECUTIVE DIRECTOR**, Summit Public School: Rainier, San Jose, CA
- Completed all aspects needed to start up a school, including writing of a charter, getting it approved, developing a governance council, recruiting students, hiring teachers and creating a school-wide vision.
  - Opened and operated a charter high school with an incoming 9<sup>th</sup> grade, including hiring and developing teachers, parent engagement, maintaining district relationships and creating student and faculty culture.
  - Managed all operations of the school, including facilities acquisition and ensuring safety
- 2005-2009      **SOCIAL STUDIES TEACHER**, Summit Preparatory Charter High School, Redwood City, CA
- Teach 9<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade history and government courses, developing curriculum to support preparation for success in college, AP tests and state standardized tests.
  - Serve as a mentor to 18 students for four consecutive years, helping to support students' transition to college and life as adults; held yearly meetings with each student and their family to develop Personalized Learning Plans to clarify academic and personal goals.
  - Serve as a Master Teacher for Stanford Teacher Education Program for four consecutive years.
  - Participate in Summit's two-year Leadership Program, an internal administrative credentialing program designed to prepare Summit's teachers to serve as administrative or teacher leaders.
  - Hired to consult on differentiation for teachers from two junior high schools; co-planned and led multiple professional development workshops at Summit Prep.

## **EXPERIENCE: GOVERNMENT**

- 2002-2003      **COMMUNICATIONS DIRECTOR/LEGISLATIVE ASSISTANT**, Congressman Cal Dooley, Washington, D.C.
- Handled all press responsibilities; responded to all press calls from local and national reporters. Spoke on the record as Congressman Dooley's spokesman.
  - Wrote press releases on a host of legislative issues. Handled speech-writing responsibilities.
  - Developed communications strategy for elections, district and Washington events.
- 2000      **DEPUTY CAMPAIGN MANAGER**, Dooley for Congress Campaign, Fresno, CA
- Organized four counties and worked closely with political consultants and grass roots organizers for one of the top ten congressional campaigns in the country in 2000.
  - Mobilized thousands of potential voters; helped manage two and half million dollar budget; organized 250-person fundraiser; hired and oversaw more than thirty people and directed Fresno County grass roots office.

# Isabelle Parker

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## Experience

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### Summit Public Schools

2006 – Present

*Chief Financial Officer and Co-Founder*

- Leads finance and operations team.
- 8 years experience managing the finances of Summit schools and ensuring consistently clean audits.
- Developed Summit's sophisticated policies and systems for effectively managing charter school finances.
- Served on the founding team for the charter management organization and six Summit schools.
- Summit's graduates are completing four-year college degrees at twice the national average. *Newsweek* and *US News & World Report* have ranked Summit among the top public schools in the nation.

### EdTec

2004 – 2006

*Finance Analyst*

- Provided back office services to California charter schools.
- Developed budgets for a variety of charter school models.

## Education

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### Northwestern University - Kellogg School of Management

2002-2004

*Master of Business Administration (MBA)*

### Claremont McKenna College

1992-1996

*B.A. in Economics and Psychology*

## Volunteer Experience

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### Board of Directors, Member

*Peninsula School*

### Coach

*Woodside Vaulters, a female youth equestrian and gymnastics team*

### Education Chair, Vaulting High Performance Committee

*US Equestrian Federation*

## JEN DAVIS WICKENS



### EDUCATION

#### **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  
Studied abroad in Quito, Ecuador  
Graduated Cum Laude (2000)

### EXPERIENCE

January 2014 – Present

**Summit Public Schools – Chief Regional Officer - WA**

August 2012 – January 2014

**Consultant**

#### **League of Education Voters/WA Charter Schools Association**

- Design and launch a charter school incubator
- Develop a curriculum for Senior Fellows who are designing new schools
- Recruit and support high performing Charter Management Organizations to the state
- Raise ten million dollars annually for the charter startup fund

#### **Seattle Public Schools**

- Design, implement and monitor K-12 principal and assistant principal professional development.
- Provide training on the Danielson Framework for principals, assistant principals and central office leaders.
- Oversee implementation and training of Teachscape.
- Coach K-12 school leaders in instructional leadership.

#### **Center for Strengthening the Teaching Profession (CSTP)**

- Train RIG district principals, assistant principals and senior central office leaders on the Danielson framework.
- Train and coach teachers in Microsoft's TEALS program.

#### **Envision Learning Partners**

- Design, implement and monitor principal and teacher professional development.

- Coach district and charter schools in implementing components of the Envision model.

June 2011 – August 2012

**Seattle Public Schools**

***PRINCIPAL PROFESSIONAL DEVELOPMENT SPECIALIST***

- Designed, implemented and monitored K-12 principal and assistant principal professional development.
- Provided training on the Danielson Framework for principals, assistant principals and central office leaders.
- Oversaw implementation and training of on-line PD tool.
- Coached K-12 school leaders in instructional leadership.

July 2006 – June 2011

**Envision Schools**

***VICE PRESIDENT, TEACHING & LEARNING***

- Led Education Team, Principals, Subject Area Leaders, and Manager of Data & Assessment.
- Implemented Performance Management system.
- Oversaw all curriculum and delivery to ensure fidelity to education model.
- Directed teacher and leader professional development strategy and implementation.
- Created and drove data driven, benchmarking system across math department.
- Managed enrollment strategy, budget and accountability system.
- Developed and cultivated partnerships with districts and community-based organizations.

***PRINCIPAL, IMPACT ACADEMY OF ARTS & TECHNOLOGY***

- Founded new charter school in Hayward, CA. Launched the school fully enrolled with a large waiting list in all subsequent years.
- Led school to significantly outperform the district (and all schools in our charter network) on traditional and non-traditional measures, achieving a 10 out of 10 in similar schools rank and increasing API by over 100 points.
- Instrumental in procuring over 3 million dollars of capital for the organization.

July 2005 – July 2006

**New Leaders for New Schools**

***PRINCIPAL RESIDENCY, MARE ISLAND TECH. ACADEMY***

- Launched data-driven assessment system throughout school.
- Led school board through five-year strategic planning process.
- Developed and facilitated weekly teacher professional development.

Aug. 2003 – June 2005

**Tyee High School**

***TEACHER***

- Taught 9<sup>th</sup> and 11<sup>th</sup> grade English.
- Served on Research & Design Team

March 2003 – June 2003

**Nathan Hale High School**

***TEACHER***

- Taught 9<sup>th</sup> grade English and 12<sup>th</sup> grade Creative Writing.

July 2000 – June 2006

***FREELANCE WRITER***

- Published articles in *The Seattle Times*, *Destination Issaquah*, *Seattle Magazine* and other publications.
- Wrote newsletters, press releases and web content for a variety of clients.

Dec. 2000 – Oct. 2001

**Portland Family Entertainment**

***MARKETING COMMUNICATIONS MANAGER***

- Planned and implemented marketing communications strategies for the start-up organization, including a corporate donation campaign and various outreach programs.
- Served as media advisor and liaison to community-based organizations and civic groups.

**ORGANIZATIONS**

2009 - Present

**Stanford Principal Fellow**

2006 - Present

**New Leaders for New Schools Active Alum**



## ADAM CARTER

### EDUCATION:

6/01 – 06/02

**Stanford University**, Stanford, CA. Master of Arts degree in Education. California Clear Single Subject Credential in English. CLAD certification. Supplementary Credential in World History.

8/96 – 5/00

**Presbyterian College**, Clinton, SC. Bachelor of Arts degree in English and history. Study abroad at Stirling University, Scotland.

### EXPERIENCE:

07/12 – Present

**Chief Academic Officer**, Summit Public Schools, Redwood City, California.

- Collaborate with senior leadership team to determine and lead organization-wide strategy.
- Recruit and manage Academics team.
- Form and maintain partnerships with external organizations such as Khan Academy, Stanford University, EduCurious, Illuminate Education, Activate Instruction, the Gates Foundation, the Carnegie Foundation, etc.
- Represent Summit Public Schools to external audiences at conferences, funder meetings, and speaking engagements.

07/11 – 06/12

**Director of Professional Development**, Summit Public Schools, Redwood City, California.

- Lead vision and implementation of innovative professional development for four high school faculties over forty days of dedicated professional learning per academic year.

7/09 – 06/11

**English Teacher and Head of Department**, Lincoln International School, Buenos Aires, Argentina.

- Teach IB A1 HL English / AP Literature, IB A2 English, and English 10.
- Lead English Department ordering, hiring, and professional development.

7/05 – 6/08

**English Teacher**, Jakarta International School, Jakarta, Indonesia.

- Teach IB A1 English, English II, and English III.

7/03 – 7/05

**Humanities Teacher**, Summit Preparatory H.S., Redwood City, CA.

- Work with a team of teachers, parents, administrators, board members, community members, and professors to begin a school that has become a state model for educational reform (10/10 API).
- Serve as Cooperating Teacher for Stanford Teacher Education Program.

8/02 – 6/03

**English Teacher**, Mountain View H.S., Mountain View, CA.

Teach grades 9 and 11 literature courses in heterogeneous comprehensive public high school.

8/01 – 06/02

**Teacher**, Los Altos High School, Los Altos, CA.

Teach grade 9 literature course and co-teach grade 11 American literature. Collaborate, reflect, improve practice.

**LEADERSHIP:**

- 2014-Present      **Member**, Board of Directors, Venture Academies, Minneapolis, MN.
- 2008-9            **Director**, Yayasan Emmanuel Foundation's Innovative Schools Program (Bogor, Indonesia). Coordinated and designed site-based Indonesian teacher training program with NGO Director.
- 2003              **Recipient**, California Association for Advancement in Education's New Outstanding Teacher of the Year (only two awarded per year).

**LIST OF SPEAKING ENGAGEMENTS AND CONSULTANCIES:** Available upon request.

**REFERENCES:** Available upon request from the Career Development Center, Stanford University, Stanford, CA 94305-3081.

# JONATHAN B. DEANE

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## **Chief Information Officer**, July 2011- Present

Summit Public Schools (SPS), Redwood City, CA

- Lead the Information Team for Summit Public Schools, a charter management organization that is nationally regarded as a pioneer in innovative systems for personalized learning
- Serve on Executive Leadership Team for SPS that is responsible for school model design, organizational growth and development strategy
- Co-lead development of the Personalized Learning Plan (PLP), an internally-developed student dashboard which supports a competency-based school model
- Lead Summit's Basecamp Program, a national network of district and charter schools centered on shared use of Summit's PLP platform, including extensive professional development and ongoing partner school coaching and support
- Manage team of 7, responsible for all data reporting, information systems, and knowledge management
- Lead strategic vendor relationships and external partnerships in OER, educational technology, data analysis and research, philanthropy and school design
- Led Summit's partnership with Illuminate Education and the Girard Foundation to develop Activate Instruction, an industry-leading repository for open educational resources (OER)
- Advise major urban school districts and a number of charter organizations on information system design and implementation to support personalized learning
- Represent SPS regularly at national conferences on personalized/ blended learning, including SXSW EDU, INACOL, CCSA, and various other events

## **Executive Director/ Principal**, July 2009- June 2011

Everest Public High School (a Summit Public School), Redwood City, CA

- Internally recruited as Executive Director for second school in SPS network
- Instructional leader for school that ranked in the top 10% of similar CA schools in its second year
- Hired, managed, and evaluated 13 certificated employees
- Served on SPS leadership team with SPS CEO, sharing responsibility for SPS school replication strategy
- Designed and led school strategic visioning process to create goals, metrics, and measurement systems for student achievement and school culture
- Oversaw facilities management, student activities and student affairs including discipline and academic issues

## **Chief Financial Officer**, April 2008- June 2009

Summit Preparatory Charter High School, Redwood City, CA

- Oversaw all school financial operations for diverse charter school, ranked by Newsweek as a "Top American High School" and one of the 10 most "transformative" high schools in America
- Worked closely with Executive Director and school board to develop and manage mission-driven budget

## **Math Teacher**, August 2003- June 2008

Summit Preparatory Charter High School, Redwood City, CA, 2005- 2008

- Taught and designed curriculum for Geometry, Algebra II, and an Algebra/ Geometry double-block course

Prospect Hill Academy Charter School, Cambridge, MA, 2003- 2005

- Taught and designed middle and high school curriculum for Algebra, Geometry, Algebra 2 and Precalculus
- Selected to serve as Math Department Curriculum Coordinator, tasked with aligning 6<sup>th</sup>- 12<sup>th</sup> grade curricula

East Palo Alto High School, Menlo Park, CA, 9<sup>th</sup> grade *Integrated Math (Student Teacher)* 2002- 2003

- Taught in second-year charter school, developed new curriculum for integrated Algebra-Geometry course

## **Related Experience**

Stanford Principal Fellows Program, Fellow, 2009 – 2012

- Met 10 times annually with Principals from 20 Bay Area charter and comprehensive high schools for leadership development and collaboration

Northwestern Kellogg Graduate School of Management- Alain Locke Initiative, Fellow, Summer 2010

- Worked with Kellogg faculty members to develop strategic plan for Everest Public High School

### **Presentations and Publications**

California Charter Schools' Association Conference – Presenter

- Future of Activate Instruction (2014)
- Beyond Blended Learning (2013)
- Elements of Starting a Successful School (2010)
- Attracting, retaining and developing high performing teachers (2010)
- Mission based budgeting (2009)

iNACOL Virtual Schools Symposium- Presenter

- The Summit PLP: A competency-based student dashboard (2013)
- From College Goals to Daily Actions: The Summit PLP (2014)

SXSW EDU- Panelist

- The Future of Personalized Learning (2015)

"Heterogenius" classrooms: Universal math and science acceleration for all. [Motion picture] – Featured Educator. Watanabe, M. (Project Director/Video Producer).

- Selected as featured educator in film and accompanying curriculum, funded by Spencer Foundation and San Francisco State

Harvard Graduate School of Education Curriculum Design Team, Contributor

- Co-wrote case studies used for middle school teacher training, funded by Massachusetts Dept. of Education

### **BUSINESS EXPERIENCE**

**Corporate Controller, 2000-2001**

Callan Associates Inc., San Francisco, CA

- Managed four person accounting department of privately held financial consulting firm, reporting to CFO
- Responsible for maintaining regulatory and financial controls for all corporate documents and records

**Corporate Controller and Founding Team Member, 1999-2000**

eSubscriber, Inc., San Francisco, CA

- Designed and executed internal financial controls for growing company
- Worked with and supported CEO, CFO and Board on a regular basis, including investor presentations

**Senior Financial Analyst, 1998-1999**

Banc of America Securities, San Francisco, CA

- Worked directly with Chief Financial Officer of the securities division
- Prepared monthly and ad hoc reports for senior management

**Senior Accountant, 1995-1998**

Deloitte & Touche LLP, San Francisco, CA

- Supervised field teams, presented to internal and client management, directed in-house training

### **EDUCATION**

**Stanford University, Stanford, CA. June 2003**

Masters of Arts in Education, California Clear Credential in Mathematics CCTC

**Stanford University, Stanford, CA. June 1995**

Bachelor of Arts in Economics. Coursework included Statistics and Advanced Calculus

**ADDITIONAL ACTIVITIES AND CERTIFICATIONS**

Board Member and Treasurer, Children's Creativity Museum, San Francisco (2014- )

Certified Public Accountant, California (inactive)

Preliminary California Administrative Services Credential (inactive)

## WORK EXPERIENCE

### **Summit Public Schools**

*Director of Growth & Policy, November 2015 – Present*

- Lead charter application process for new schools, including reviewing potential opportunities, supporting green-lighting process, preparing charter application, and managing authorization process.
- Develop community support for new schools, including managing relationships with key stakeholders.
- Support key advocacy initiatives to contribute to a policy environment that is supportive of innovative models of education.

### **California Charter Schools Association**

*Director of School Development, Bay Area, March 2012 – November 2015*

*Acting Managing Director, School Development, March – September 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, 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, Los Angeles, August – December 2011*

- Lead 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, Oakland, 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, Los Angeles, August – 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, New York, 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, New York, September 2006 – January 2008*

*College Preparation Associate, New York, 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.

## **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*

## **COMMUNITY INVOLVEMENT**

Board Member, Voices College-Bound Language Academy (2014-Present); Presenter, California Charter Schools Conference (2013 & 2014); Coach, Startup Weekend Education: San Francisco (2013); Board Fellow, Teach For America (2010-2011)

## **LANGUAGES & SKILLS**

Conversational Spanish; Basic French; Advanced Excel and database software (Salesforce, Google Fusion Tables); WordPress

# MIRA H. BROWNE

## EXPERIENCE

### **SUMMIT PUBLIC SCHOOLS, Chief External Officer, Bay Area, CA (01/12-Present)**

- Serve as a member of Summit's Executive team
- Lead the organization's communications, development, knowledge management and parent engagement team
- Craft Summit's internal and external communications initiatives to support the organization as it grows and serves more communities
- Sit on a cross-functional team responsible for successfully executing Summit's Basecamp program, which partners with public schools across the nation to implement new models of teaching and learning
- Ensure the organization has a comprehensive fundraising strategy to support its growth, R&D and innovation initiatives
- Provide strategic guidance on Summit's organizational positioning, branding and marketing activities
- Identify and secure strategic partnerships and collaborations with new organizations and key stakeholders.

### **LARSON COMMUNICATIONS, Senior Account Executive, San Francisco, CA (04/09- 01/12)**

- Managed all communications and provided strategic counsel to education reform organizations, both in California and nationwide. Served as media contact and spokesperson for clients
- Developed and executed comprehensive media campaigns, including public positioning, brand and messaging development, thought-leadership training, opinion media work, social media, crisis communications and public event coordination
- Secured news placements in statewide and national press, including the *New York Times*, *Wall Street Journal*, *National Public Radio*, *Associated Press*, *Education Week*, *San Francisco Chronicle*, *San Jose Mercury News*, and *La Opinion*, among many print and broadcast outlets
- Worked with organizations to build coalitions and community partnerships, as well as secure key stakeholder engagement to support communications, advocacy and other mission-critical initiatives
- Conducted strategic planning sessions to develop overall goals, benchmarks and systems for organizational positioning and outreach, as well as public relations trainings and workshops for executive and leadership teams. Invited to speak at national and statewide conferences

### **NYC DEPARTMENT FOR THE AGING, Deputy Director of Public Affairs, New York, NY (2/07- 3/09)**

- Led a team of five responsible for Media Relations, Intergovernmental Affairs and Community Outreach
- Served as DFTA's liaison for Mayor Bloomberg's Language Access and Customer Service initiatives
- Project managed DFTA's involvement with Mayor Bloomberg's Enhanced 311 program to connect New Yorkers to a network of government and non-profit human services providers
- Wrote press materials, speeches, op-eds, backgrounders, fact sheets, testimonies, and promotional materials
- Planned and executed media campaigns under strict deadlines and intense public and media scrutiny; coordinated public forums and executive presentations
- Liaised with City Hall, elected officials, and community partners to align strategic goals and objectives and solicit participation on large-scale initiatives

### **HOME FRONT COMMUNICATIONS, Media Relations Specialist, New York, NY (6/06-2/07)**

### **ABU DHABI TV'S "VIEWPOINT WITH JAMES ZOGBY," Producer, Washington, D.C. (6/05- 6/06)**

### **ARAB AMERICAN INSTITUTE, Public Affairs and Media Coordinator, Washington, D.C. (2/05-6/06)**

## EDUCATION

### **THE GEORGE WASHINGTON UNIVERSITY**

B.A., Journalism, 2004

Concentration, Middle East Studies