

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Charter School Program (CSP): Grants to Non-State Educational Agency (Non-SEA): Planning, Progr

CFDA # 84.282B

PR/Award # U282B140026

Grants.gov Tracking#: GRANT11701188

OMB No. , Expiration Date:

Closing Date: Jul 11, 2014

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Assurances Non-Construction Programs (SF 424B)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
<i>Attachment - 1 (1236-Attachment5GEPARainierPrep)</i>	e10
5. Grants.gov Lobbying Form	e13
6. ED Abstract Narrative Form	e14
<i>Attachment - 1 (1235-RainierPrepAbstract)</i>	e15
7. Project Narrative Form	e16
<i>Attachment - 1 (1240-ProjectNarrativeRainierPrep)</i>	e17
<i>Attachment - 2 (1241-Attachment4RPBibliography)</i>	e67
<i>Attachment - 3 (1242-Attachment6RainierPrepWeeklySchedule)</i>	e73
<i>Attachment - 4 (1243-Attachment7RainierPrepYearlySchedule)</i>	e74
<i>Attachment - 5 (1244-Attachment8Resumes)</i>	e76
<i>Attachment - 6 (1245-Attachment9RPCCommunitySupport)</i>	e95
<i>Attachment - 7 (1246-Attachment10CharterContract)</i>	e123
<i>Attachment - 8 (1247-Attachment11RPFinancialFramework)</i>	e201
<i>Attachment - 9 (1248-Attachment12RPCharterAppNarrative)</i>	e215
8. Other Narrative Form	e309
<i>Attachment - 1 (1237-Attachment3RPPProjectDirectorResume)</i>	e310
<i>Attachment - 2 (1238-Attachment1RPAssurances)</i>	e311
<i>Attachment - 3 (1239-Attachment2RPPProofofNonprofit)</i>	e314
9. Budget Narrative Form	e332
<i>Attachment - 1 (1234-BudgetNarrativeRP)</i>	e333
10. Form ED_524_Budget_1_2-V1.2.pdf	e338
11. Form ED_SF424_Supplement_1_2-V1.2.pdf	e340

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="07/10/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="80-0956961"/>	* c. Organizational DUNS: <input type="text" value="0793666720000"/>
--	---

d. Address:

* Street1:	<input type="text" value="210 S Hudson St"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Seattle"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="WA: Washington"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="98134-9998"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: <input type="text" value="Margaret (Maggie)"/>
Middle Name: <input type="text" value="Lawton"/>	
* Last Name: <input type="text" value="O'Sullivan"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="(206) 725-1174"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

N: Nonprofit without 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-052714-001

* Title:

Office of Innovation and Improvement (OII): Charter School Program (CSP): Grants to Non-State Educational Agency (Non-SEA): Planning, Program Design, and Initial Implementation Grants CFDA Number 84.282B

13. Competition Identification Number:

84-282B2014-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Rainier Prep Public Charter School Start-up and Implementation Project.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="739,360.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="739,360.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Margaret OSullivan</p>	<p>TITLE</p> <p>School Leader</p>
<p>APPLICANT ORGANIZATION</p> <p>Rainier Prep</p>	<p>DATE SUBMITTED</p> <p>07/10/2014</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Rainier Prep

* Street 1: 210 S Hudson St Street 2: _____

* City: Seattle State: WA: Washington Zip: 98134-9998

Congressional District, if known: WA-007

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: Charter Schools
	CFDA Number, if applicable: 84.282

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
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10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name NA Middle Name _____

* Last Name NA Suffix _____

* Street 1 NA Street 2 _____

* City NA State _____ Zip _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name NA Middle Name _____

* Last Name NA Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Margaret OSullivan

* Name: Prefix _____ * First Name Maggie Middle Name _____
* Last Name O'Sullivan Suffix _____

Title: School Leader Telephone No.: (206) 725-1174 Date: 07/10/2014

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # U282B140026

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

Attachment5GEPARainierPrep.pdf

Add Attachment

Delete Attachment

View Attachment

Attachment 5

GEPA Statement for Rainier Prep

Rainier Prep is committed to ensuring that students, teachers, families and other beneficiaries have equitable access to, and participation in, its programs regardless of gender, race, national origin, color, disability or age. Rainier Prep was created to ensure that more students are prepared for and receive access to high quality college preparatory curriculum and instruction, which will reduce racial/ethnic isolation by creating a pathway for enrolling more diverse students in local and national universities. Our ultimate goal is to change the demographics of who completes not only a high school degree, but who completes a four-year college degree.

At Rainier Prep, student recruitment and enrollment will be completed in a race and poverty neutral fashion (as defined in the USDOJ/USDE paper and as outlined in the Washington State Administrative Code 28A.710.050(4)). Our founding team anticipates several potential barriers in this process, and has created a community outreach and student recruitment plan that mitigates any racial/ethnic isolation. One potential barrier is lack of information about our school, especially for new immigrants who are learning English. Because charter schools are brand new in Washington, some families will lack even basic knowledge about what charter schools are and may not be aware of this free public option for their child(ren). To provide greater information access, Rainier Prep staff and volunteers will visit families where they are located, such as apartment complexes, churches, community centers and health care providers. We will host outreach events in various languages, and will use interpreters to ensure that our information is accessible for all families. Our enrollment forms will be easy to use,

produced in multiple languages, and assistance will be provided in completing the forms for parents with disabilities and/or low literacy. Our plans for mitigating these potential barriers are provided in greater detail in the project narrative section of the application.

Rainier Prep will provide a diverse educational experience for students as part of a rigorous college preparatory curriculum that prepares students for college, career and life in our fast changing modern world. Our instructional design uses culturally aware and anti-bias instructional methods in order to meet the needs of our highly diverse student population. Our academic and behavior models follow a multi-tiered Response to Intervention protocol that systemically identifies and support student learning. These methods are also outlined in greater detail in our project narrative.

Rainier Prep is committed to providing a diverse learning environment for all students. Rainier Prep will work to ensure that the school employs a diverse staff that is reflective of the student body. Our personnel recruitment strategy and hiring policies include a commitment to providing equal employment opportunity to all persons without regard to race, color, religious creed, age, sex, marital status, national origin, ancestry, disability, pregnancy, sexual orientation, gender identify or expression, ethnicity, citizenship, genetic information, veteran status, or any other basis as prohibited by local, Washington state and/or federal nondiscrimination laws. Our job descriptions will highlight diversity, particularly encouraging individuals who speak Spanish, Somali, Vietnamese, or other common student languages to apply.

The Board will be primarily responsible for evaluating the school's success in these diversity and equity measures. The Board plans to include these statistics in the yearly student population data analysis, and will also include a comparison of staff

diversity to student diversity and student diversity of local districts compared to Rainier Prep's student diversity measures.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
<input style="width: 90%;" type="text" value="Rainier Prep"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Maggie"/> Middle Name: <input style="width: 150px;" type="text" value="Lawton"/>
* Last Name: <input style="width: 300px;" type="text" value="O'Sullivan"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="School Leader"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Margaret OSullivan"/>	* DATE: <input style="width: 150px;" type="text" value="07/10/2014"/>

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Rainier Prep

Maggie O'Sullivan, School Leader
Phone: (206) 725-1174
Email: mosullivan@rainierprep.org

LEA

Rainier Prep
210 S Hudson St
Seattle, WA 98134

SEA

Office of Superintendent of Public Instruction (OSPI)
600 Washington St SE
Olympia, WA 98501

Abstract

Rainier Prep, one of only eight charter schools authorized by the state of Washington in its inaugural year, will open its doors in August 2015 to 216 fifth and sixth grade students. At full capacity, the school will serve approximately 420 students in grades 5-8 in the South King County area of Washington State. Rainier Prep is committed to achieving radically different outcomes for traditionally under-represented low-income and minority students, focusing on identifying and serving those who will be the first in their families to attend and graduate from college. Rainier Prep will provide a college prep environment where all scholars will be provided with the support to succeed, regardless of background or birthright.

Using a 4-year middle school approach, Rainier Prep's educational program combines foundational learning in core subject areas with project-based, interdisciplinary inquiry approach and applied leadership enrichment experiences for all students. Rainier Prep's target demographic consists of 70-83% of students receiving free and reduced lunch. Recent data indicates that students born into the lowest quartile of income have an 8% chance of obtaining a college degree. Our goal at Rainier Prep is to shift that percentage from 8 to 100% by offering rigorous academic preparation and deeply personalized support. Students will obtain the critical thinking and leadership skills to prepare them for college graduation and community leadership.

Rainier Prep will be led by award-winning and experienced school visionary, Maggie O'Sullivan, who has a proven track record in achieving unparalleled results with precisely the students whom charter schools in Washington are, by law, designed to serve. Ms. O'Sullivan, along with a deeply committed and knowledgeable Board of Directors, is committed to transforming the future one child at a time. Rainier Prep intends to impact not only its own students but to serve as a proof point of what is possible when students are pushed and supported to achieve beyond any previous set of expectations.

Project Narrative File(s)

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Rainier Prep Project Narrative (CFDA: 84.282B)

Table of Contents

I. Introduction.....2

II. Absolute Priority.....4

III. Competitive Priorities

 A-C: Improving HS Grad. Rates [Students with disabilities and EL].....5

IV. Invitational Priority (Promoting Diversity)7

V. Application Requirements (a-k)7

VI. Selection Criteria

 1. Quality of proposed curriculum and instruction practices.....11

 2. Assisting educationally disadvantaged students in meeting state academic content standards and State student academic achievement standards.....20

 3. The quality of the strategy for assessing achievement of the charter school’s objectives.....21

 4. Community support, parental involvement and community involvement.....26

 5. Quality of project personnel.....33

 6. Quality of management plan.....41

 7. Existence and quality of a charter or performance contract between the charter school and its authorizing agency.....45

 8. The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school.....46

VII. Conclusion.....48

VIII. Attachment Easy Reference Guide.....50

I. Introduction

Mission: To prepare all students to excel at four-year colleges and become leaders in their community.

*Rainier Prep seeks to **transform the expected outcomes** for low-income students, immigrant students, and students of color who have long struggled in the traditional school system by offering an innovative approach to the modern school day and access to exceptional teaching and learning opportunities.*

Summary of Model:

Rainier Prep will follow a four-year middle school model, which will provide the time to build both the academic and social-emotional skills to prepare scholars for enrollment in a college-prep track during the high-school years. The educational model, school structure, and budget are designed to meet the specific needs of our targeted population and draw upon best practices from around the country.¹ Our educational model was created to engage all scholars in a rigorous college preparatory curriculum. Attachment 6 is the weekly schedule that will help the reader get a snapshot of the day and better visualize our model. A student's day will be divided into four parts:

Foundations	Literacy (ELA) and Math
Inquiry	Science, Social Studies, Literacy, Engineering and Technology
Enrichment	Arts, World Languages, Physical Fitness, and Health
Advisory	Non-cognitive skills, study habits, goal setting/tracking and home connection

¹ Our plan is based on study of and visits to high performing charters such as DSST, KIPP

Foundations: Foundational literacy and math skills will be taught at each scholar's skill level, using technology to personalize daily online learning and guided whole class, small-group, and one-on-one instruction from highly qualified teachers. This approach will allow scholars to build a solid foundation in these core areas, regardless of entry level. Scholars who arrive below grade level will be offered intervention to ensure learning is accelerated in order to meet the Common Core State Standards (CCSS).

Inquiry: Heterogeneous groups of scholars will collaborate on interdisciplinary projects that build the skills of critical thinking and analysis. Through in-depth exploration of content, scholars will simultaneously nurture a love of learning and develop the skills that will prepare them for global citizenship in the 21st century (Short, 2012). The development of these skills will be the key to preparing scholars to be leaders within the community.

Enrichment: As one way to build the leadership skills of curiosity, collaboration, initiative, urgency, and grit, scholars will engage in an enrichment period every day. Scholars will choose physical activities such as soccer, dance, and basketball; they will learn a world language, and/or they will participate in theater, visual arts, or music activities each afternoon. They will be exposed to a wide variety of activities to help them discover their passions. Enrichment builds on the school's core values (curiosity, initiative, grit, urgency, and collaboration) and seeks to develop the whole child, beyond foundational academic skills. It is a time of day for play and exploration (Wenner, February/March 2009). This period has a second extremely important purpose which is to allow teachers critical time for collaborative planning, data analysis, and professional development while students are led and taught by AmeriCorps or other non-core teaching staff.

Advisory: Each scholar will have an advisor who is a member of the teaching staff with

whom they spend time each morning and each afternoon. The advisor will conduct a home visit/family meeting with each advisee to develop rapport and understanding with the family. During advisory, there will be lessons on study skills and non-cognitive skill development. Team-building activities will be used to create a sense of belonging in the community for each child (Galassi, Gullledge, & Cox, 1997). Finally, there will be individual goal setting and progress tracking for each scholar (Pajares, Britner, & Valiante, 2000).

II. Absolute Priority

Rainier Prep was created to improve academic achievement, increase high-school graduation rates, and increase four-year college graduation rates for students who have historically had the most barriers to achieving these outcomes. In our target geographical area, four of every ten Black, Latino, and low-income students are dropping out of high school, strongly diminishing the likelihood of a college education and significantly limiting their career and life options (OSPI Report Card, October 2013). Rainier Prep's target geographical region is in South King County, specifically within the Highline or Tukwila school districts. *The New York Times* recently deemed Tukwila the most diverse school district in the United States. This area has seen a rapid change in demographics over the last 25 years (*The New York Times*, December 24, 2011). Reduced and free lunch rates in this area range from 70-86 percent (OSPI Report Card, October 2013); the majority of students will be the first in their families to attend and graduate from college; and this area consistently has some of the poorest health outcomes as well² (King County Public Health, n.d.).

² One example of this is that in the neighborhoods where we plan to locate between 22-40 percent of adults do not have a high school degree while also having the highest adolescent birth rate and most reports of late or no prenatal care of 25 areas reported in King County.

We have modeled our school after other successful national charter models that are getting radically different results for students from similar circumstances and backgrounds, such as the Denver School of Science and Technology, where for the past six years, 100 percent of students have not only graduated from high school, but have been accepted at a four-year college. (Denver School of Science and Technology, March 28, 2014).

III. Competitive Priorities

1. Improving Achievement and High-School Graduation Rates

A. Rural Students: Not applicable.

B. Students with Disabilities: Rainier Prep is designed to serve students with disabilities differently than local districts schools where high-school graduation rates for students with special needs are 52 percent (OSPI Highline rate). Between 18-23 percent of students in the Highline feeder schools receive special education services, which is significantly higher than the national average of approximately 13 percent (National Center for Education Statistics, n.d.). To address these needs, we offer a **full-inclusion model** with a strong belief and structure that supports students in the least restrictive environment (LRE), believing that exposure to grade-level curriculum and age-level peers is critical to accelerating the academic and social-emotional growth of students with disabilities (Sailor & Roger, 2005). We are not overly doctrinaire about this approach and will work with special-needs students in small groups with our learning specialist when appropriate.

Part of making sure that Rainier Prep serves students with special needs well is the hiring of **exceptional staff who have a proven track record working with students with special needs**. Thus, in our founding team, we sought staff members with expertise in working with students with disabilities. Our founding leader began her career as a para-professional working

with students with special needs in a resource room setting and our second employee is a certificated special-needs teacher specializing in increasing middle school students' reading skills by more than a year's growth within a school year. We are committed to continuing to hire individuals with expertise in successfully serving students with special needs.

Our model has one learning specialist focused exclusively on each grade level. These specialists will get to know the student, family, grade-level teachers, and curriculum well as they will move up each year with the students, staying with their students for four years (**looping**) (Gaustad, 1998). Each student with a disability is unique and, even with a well-written Individualized Education Plan (IEP), understanding their individual needs takes time. By having the learning specialist loop with the students, we gain valuable instructional time, because the specialist is able to use their prior work and knowledge of the student to accelerate learning. The learning specialist is also able to prepare and guide other staff members to support the individual needs of the child. The learning specialist will work closely with the four core grade-level teachers to provide accommodations and modifications for each of our students with special needs.

C. English Learners (ELs): South King County, where Rainier Prep is located, is one of the most linguistically diverse areas of the country, with more than 100 languages spoken. Federal statistics indicate that our ELL population in Washington State has grown 65 percent while our overall student population has grown just 4 percent (Turnbull, 2011). In creating a school that is designed to serve a linguistically diverse community, we have developed a program that supports our ELL students and families to achieve high-school and college graduation. We do this through: 1) specific **foundational academic skill building** in reading, writing and math; 2) **immersion** with native English speakers; 3) a curriculum that is rich in real-

world/ **project-based learning** to build both an academic and a social vocabulary (Beckett, 2006); 4) a **blended rotational model** with adaptive software to support individual students' skill levels; 5) more instructional time through a **longer school day and school year**; 6) **supportive family-school connections in students' native language** through staff members who speak the same language, translators, and use of language technology support (e.g., language line) for less-common languages; 7) family supports for stability and **long range economic and social mobility**³ and 8) expectation and evidence of students similar to our scholars (or students) achieving **college admission and earning college degrees**.⁴

IV. Invitational Priority: Promoting Diversity

This priority is so core to our mission that you will see our commitment to the principle embedded throughout the narrative. The commitment to and vision of diversity informs all stages and phases of our school design.

V. Application Requirements

(a) Describe the educational program. Please see Selection Criteria (1) for answers to this section

(b) Describe how the charter school will be managed. Please see Selection Criteria (6) for answers to this section.

(c) Describe the objectives of the charter school and the methods by which the

³ Rainier Prep will work with community based organizations such as South West Youth and Family Services, Global to Local, Health Point, and Rainier Scholars that can provide wrap around supports not just to our students but also to our families.

⁴ We are working with the Dream Project at the University of Washington to establish a pipeline of college student volunteers to mentor our students on their pathway to a four-year degree.

charter school will determine its progress toward achieving those objectives. Please see Selection Criteria (3) for answers to this section.

(d) Describe the administrative relationship between the charter school and the authorized public chartering agency. Please see Selection Criteria (7) and (8) for answers to this question.

(e) Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school. Please see Selection Criteria (4) for answers to this section.

(f) Describe how the authorized public chartering agency will provide for continued operation of the charter school once the Federal grant has expired. The items requested in our budget are for start-up, planning, and implementation expenses related to opening the charter school and successfully operating during the first two years with students. As we grow to full enrollment in year three, the school will become financially sustainable on public revenue, which includes a per-pupil allocation at the local, state, and federal levels, state and federal poverty-related funds, EL funding, and special education funding. For more information about our plan for sustainability, see budget narrative and budget.

(g) If the charter school desires the Secretary to consider waivers under the authority of the Charter Schools Program (CSP), include a request and justification.
Rainier Prep is not requesting any waivers.

(h) Describe how the grant funds will be used, including a description of how these funds will be used in conjunction with other Federal programs administered by the Secretary. Rainier Prep plans to serve a population that is reflective of the community where we are located, so we are estimating that 70-85 percent of our students will qualify for reduced and

free lunch. This will qualify us for federal Title I dollars to support our neediest learners. We plan to be a school-wide program that uses Response to Intervention (RtI) and research-based best practices to determine how these Title I dollars are spent. Our school leader brings eight years of experience working with staff, families and community to create and execute on school-wide Title I plans. The CSP grant, if awarded, would be used for start-up costs which are either one time, for example office furniture, or operational expenses which will be covered by other public funding sources (local and state) after the completion of the CSP grant. In addition to Title I dollars, we will be receiving federal special-education dollars and those funds will be used in full compliance with the law. Please refer to the budget narrative for further elaboration on this question.

(i) Describe how students in the community will be informed about the charter school and be given an equal opportunity to attend the charter school. Please see Selection Criteria (4) for answers to this section.

(j) Describe how a charter school that is considered an LEA under State law, or an LEA in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act (IDEA). Rainier Prep and all charter schools authorized in Washington are classified as LEAs under state law. We will comply with all applicable federal and state laws in serving scholars classified with disabilities, including but not limited to Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA), the Individuals with Disabilities in Education Act (IDEA), including sections 613(a)(5) and 613(e)(1)(B), the Revised Code of Washington (RCW 28A.155), and the Washington Administrative Code (WAC 392-172A). This includes but is not limited to providing FAPE (Free Appropriate Public Education), following procedural

safeguards in accordance with local, state, and federal laws and identifying and evaluating students with disabilities or suspected disabilities and implementing Individualized Education Plans (IEPs) for all qualified students. Rainier Prep will hire appropriately licensed/ credentialed personnel and will contract with appropriate licensed/credentialed providers of services (e.g., occupational therapy, speech, etc.) as necessary. In addition, we will help families understand their rights and responsibilities as parents of students with special needs.

The Rainier Prep team has done extensive research and attended numerous trainings with national experts in serving special education students in the charter school context, including six full days of training with Seneca Family Agencies and two days of training with Sue Shalvey from Aspire Public Schools. As a public charter school, Rainier Prep is free and open to all students, regardless of previous achievement or perceived ability. All children will have access to Rainier Prep and no student will be denied admission or counseled out of the school due to the nature, extent, or severity of his/her disability or due to the student's request for, or need for, special education services. It is both our legal and our moral obligation to serve students with disabilities well.

(k) If the eligible applicant desires to use grant funds for dissemination activities under section 5202(c)(2)(c) of the ESEA (20 U.S.C 7221a(c)(2)(C)), describe those activities and how those activities will involve charter schools and other public schools, LEAs, developers, and potential developers. Not applicable.

VI. Selection Criteria

1. Quality of the proposed curriculum and instructional practices:

Rainier Prep will follow a four-year middle-school model, providing time to build skills to prepare scholars for enrollment in a college track in high school. The school structure, staffing, and budget are designed to meet the specific needs of our target population and draw on best practices that are getting excellent academic results from around the country.⁵ Our education model is created to engage all scholars in a rigorous college-preparatory curriculum.

Basic Learning Environment: The school day will be from 8:30 a.m.-5:00 p.m. to provide extended learning time for our scholars (Dodd & Wise, September/October 2002). Each grade level will have four sections with approximately 25 scholars in each class. Within each grade level, the group will be divided in half with two teachers sharing responsibility for 50 scholars, thus two teacher teams per two sections or 50 students. This design allows for increased collaboration and less isolation between teachers (Wheelock, 2000). No teacher will teach a singleton class and no teacher will be the only teacher of a student. The goal is to create shared goals and outcomes for students, school design, and curriculum that we develop. When teachers are deeply invested in their work, outcomes for students improve.

Curriculum: Each subject area will have a scope and sequence, a course map, unit plans, and lesson plans organized around essential questions in order to meet CCSS, Next Generation Science Standards, the C3 Framework for Social Studies State Standards, and the

⁵ Mission, vision, and start-up plan based on study of and visits to high-performing charters such as Denver School of Science and Technology (DSST), KIPP, Uncommon Schools, High Tech High, and Summit Public Schools.

College and Career Readiness Standards. Rainier Prep will implement both vertical alignment of subject areas from one grade to the next and horizontal, cross-content alignment from subject area to subject area within each grade level (Squires, 2008). Rainier Prep will use the framework of Understanding by Design in all curriculum planning and will plan backward from standards/outcomes, by “beginning with the end in mind” (Wiggins & McTighe, 2005).

Foundations Classes (see description below) will use curriculum that has been developed by outside curriculum experts. Inquiry Classes curriculum (see description below) will be developed by founding teachers and curriculum experts prior to the start of school. The Standards (listed above) and Rainier Prep’s mission of college completion and leadership development guide all work, so curricular choices will be regularly evaluated and revised as better curriculum and resources emerge that serve that end goal.

Foundations Curriculum:

Math Courses: Math is considered by many to be the gate-keeper to higher education (Moses & Cobb, 2002). As a result, we will focus attention on ensuring acceleration in math for all scholars. Rainier Prep will use the eight Mathematical Practices from the CCSS as the guide for all math courses. The Mathematical Practices develop scholars’ mathematical thinking and ensure that scholars are able to apply math knowledge, not just plug numbers into a formula or recite facts. Rainier Prep plans to use the scope and sequences, the curriculum map, and the units (modules) from Engage New York (Engage New York Math Curriculum, n.d.). Staff will use the New York sequence with the understanding that the plan is to accelerate scholars in 5th-7th grades so all scholars complete Algebra by the end of 8th grade. In addition to Engage NY, staff may use resources such as Glencoe Mathematics or My Math to support core instruction.

In addition to the core curriculum, Rainier Prep will strategically use software to develop

and reinforce scholars' math skills. In order to allow for meaningful differentiation during math class, Rainier Prep will use the rotational model of blended learning with some scholars working on computers while others are working with the teacher in a small group with targeted differentiated instruction at their skill level. Rainier Prep is planning to use DreamBox, STMath, or a similar program based on studies of blended learning models serving a similar scholar population (Ed Surge, ST Math, n.d.). These programs will provide skill-building options which are not language based, thus ideal for English Learners and visual learners. For the scholars who are advancing quickly with their math skills, they will access resources such as i-ready, Summit Public Schools open-source playlists, Khan Academy, etc. This use of technology creates opportunity for differentiated course work within the same classroom

ELA: English Language Arts Courses will focus on teaching the foundations of reading and writing. Rainier Prep will base instruction on high-quality, culturally diverse texts with a balance of both fiction and nonfiction. Rainier Prep will use a Readers and Writers Workshop model developed by Teacher's College (Teachers College Reading & Writing Project, n.d.). The Readers and Writers Workshop will be modified to ensure that EL scholars and scholars who are significantly behind get the direct instruction and vocabulary development they need to be successful .⁶ This will be accomplished in part through small, guided reading groups that teach specific skills and strategies (Fountas & Pinnell, 1996). All scholars will be expected to read from a minimum of two texts throughout a given day. Scholars will have an independent "choice" book at all times, and they will track their completed books in a personal book log (Fountas & Pinnell, 2005). They will also have at least one teacher-assigned text that will unite

⁶ Modified Readers and Writers Workshop as evidenced by Mercer Middle School in Seattle

the group instruction times and build important skills. Fluency and decoding components will be added for scholars who need reading skill development. In addition to the traditional workshop model, scholars will have a blended-learning component using the rotational model, rotating to a computer station to work on reading or writing to support their literacy development. This might include using software like i-ready, an adaptive software that personalizes instruction to each scholar's reading level, using a teacher-directed fluency development activity for repeated reading practice. This personalized computer time will provide some of the skill acceleration needed since the computer can adapt and fill gaps in phonics or basic literacy that some of the scholars will need as well as reinforce scholars' technology skills.

Inquiry Curriculum (Science, Social Studies, Media Arts, Technology):

The Inquiry Class is the part of our curriculum through which scholars learn about science, social studies, media arts, technology, and ELA in an integrated course. We will use the Buck Institute's planning tools to create our course maps and unit plans for Project Based Learning (PBL) (Buck Institute, Project Based Learning, n.d.). Each unit focuses on an essential question and has priority standards and a culminating product or a performance opportunity; we refer to these units as projects.

Inquiry classes will be organized around these projects, which may be individual, partner, or group in nature. They will require scholars to create a tangible product or present their learning to an audience. All projects will be based on the CCSS, Next Generation Science Standards, the Social Studies C3 frameworks, and the College and Career Readiness Standards and will be designed to demonstrate deeper learning about academic content and 21st century leadership skills. Projects will largely focus on science and social studies content but will be integrated across all curriculum areas (Gallup, May 28, 2013). Students, especially in middle

school, need to see the connection between the learning inside the classroom and the real world. This connection increases motivation to learn the content (Buck Institute for Education, Meta-analysis of PBL Outcomes, n.d.). Staff at Rainier Prep will plan lessons with this in mind and will be explicit with scholars about the connectedness of the learning by using experiential and place-based learning through real-world situations, problems, and projects. For example, scholars will learn by applying the scientific method to hands-on experiments, by creating a video on an issue in the community, by communicating with e-mentors in a field of interest to the child, and by teaching topics to younger scholars. All major projects will be developed prior to the course beginning. Each project will have a rubric, model (exemplar), check points for success, and direct instruction lessons to support deep learning (Belland, 2010). As scholars increase their skill levels, teachers will use the gradual-release method to provide increased independence for scholars as they show readiness for self-direction.

Instructional Methods:

Rainier Prep believes that a balanced combination of whole group, small group, and 1:1 instruction is the most effective way to meet the needs of every student.

Whole Group: The two main whole-group methods will be direct instruction and Socratic Seminars.

Direct Instruction: Certain skills and concepts are taught most efficiently through direct whole-group instruction. With direct whole-group instruction, the goal is to provide an intense focus on the most important skills. We accelerate scholars' learning by carefully controlling the features of curriculum design and instructional delivery. Much of the success of direct instruction results from careful, intentional planning, which instructors at Rainier Prep focus on no matter which instructional method they are using. Teachers will use the methods described in Doug

Lemov's *Teach Like a Champion* (2010) in order to have a consistent, quality approach to direct instruction. In the last 10 years, the education profession has grown significantly better at teaching and preparing teachers. One example of this professional development is the use of direct whole-group instruction with children in poverty through the work of schools such as Uncommon Schools and KIPP. Schwerdt and Wupperman (2010), of the University of Munich, found that 8th grade scholars learned 3.6 percent of a standard deviation more in math and science if the teacher spent 10 percent more time on direct instruction.

Socratic Seminars: The Socratic Seminars will be used to develop students' oral communications, close reading, and critical-thinking skills. These seminars are ... "a student-centered approach which challenges learners to develop their critical thinking skills and engage in analytic discussion" (Coffey, October 20, 2013). In order to prepare scholars for the rigors of college and to equip them with leadership skills, staff will teach them how to read a complex text closely and how to discuss the text using evidence to create a convincing argument. Scholars will learn to ask thoughtful questions, listen closely to their fellow scholars, and build on others' ideas, citing evidence from the text to support their reasoning. The Socratic Seminars will be used in both Inquiry and ELA Foundations portions of the school day (Copeland, 2005).

Small Group:

Small-group work is subdivided into two categories. One is group work, which is based on a project or concept in which students must work together to learn a skill or accomplish a task. The other small-group work is *flexible teacher-guided small-group instruction*, which is specifically designed to be responsive to scholars' individual needs for specific skill development.

Group Work: Rainier Prep teachers will be trained in Complex Instruction (CI) to guide

the work of scholars on challenges within the Inquiry classes. C.I. is a specific form of group work that evolved from more than 20 years of research at the Stanford School of Education. The goal of C.I. is to provide academic access and success for all scholars 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 scholars in each group. In most cases, the scholars are in mixed skill-level groups. Tasks are designed so that all scholars in the group will have multiple access points. Group members are also assigned specific roles within the group such as facilitator, recorder, materials manager, and timekeeper. All scholars are responsible for an individual summative assignment or product to demonstrate their own learning. The advantages for C.I. for scholars include learning how to work well in teams, how to communicate their ideas to others, how to help others understand ideas, and how to better understand complex processes. All of these are critical 21st century workplace and leadership skills. Group-work tasks will also highlight different scholars' skills so that each scholar will have an opportunity to contribute in a meaningful way (Cohen, 1994).

Guided Small-Group Instructional/Rotational-Blended Model: During Foundations classes of ELA and Math, teachers will use guided small-group instruction during part of their lessons. This instructional method is actually the combination of two complimentary methods that complement each other well in that it takes the known best practice of guided reading (Fountas & Pinnell, 1996) **and** the innovative practice of the blended learning rotational model to create a classroom environment in which scholars are getting personalized instruction both from the computer and from the teacher.

Scholars will be divided into flexible rotational groups that will change based on scholars' needs. For example, students might be separated into two groups for one period during

the day. Group 1 will spend the first half of class with the teacher, who will provide a structured, direct-instruction lesson on solving multi-step problems involving ratio and percentages. Group 2 will spend this time on their laptops working on specific problems and/or reading/listening to explanations of standards that they have not yet mastered (e.g., technology enhanced learning). Mid-way through the period, the groups will switch activities. Group 2, who has already mastered the standard for ratio and percentages, might work with the teacher on properties of square roots and their uses in equations. The rotational model can also work well with three groups, including one teacher station, one computer station, and one group-work or independent station. This allows greater differentiation during the time with the teacher because the teacher has a smaller group instructional setting that can be targeted to the scholars' specific needs.

One-on-One:

One-on-One Goal Setting and Conferencing: Scholars are motivated when learning is personalized and relevant, and when they know that they will be held accountable for learning by people who know them, care for them, and have a clear sense of possibility of achievement for them. Staff will work with scholars to establish goals and then review goals and progress regularly. Teachers will design their lessons so that there is some time each day to do individual check-ins, even if this is just one individual "goal-check" during a class period. Scholars will also get extensive goal-setting instruction and monitoring in Advisory. Rainier Prep plans to also use AmeriCorps volunteers to support scholars one-on-one in goal areas, which will provide the individualized attention our scholars need and crave and is essential to their intellectual and character development.

Culturally Aware Instruction and Anti-bias Methods: Beyond whole-group, small-group, and 1:1 methods, it is critical that all instruction be culturally aware and actively anti-bias

given our student population. This is not a separate concept, but rather runs through all of our instructional methods described earlier. No matter which instructional method is being used, all instructors will be grounded in culturally responsive instruction, which is considered an innovative teaching model. A review of the research in “Culturally Responsive Pedagogy: An Overview on Student Outcomes” by Irvine and Hawley (2005) shows that there are six inter-related pedagogical practices that influence student learning outcomes, all of which will be implemented daily at Rainier Prep:

- Developing caring relationships with students while maintaining high expectations
- Engaging and motivating students
- Assessing student performance
- Grouping students for instruction
- Selecting and effectively using learning resources
- Promoting and learning from family and community engagement

Rainier Prep staff understands that scholars bring their culture with them to school and that their unique backgrounds influence how they learn, just as teachers bring their own cultures with them and their backgrounds influence how they teach and communicate. Rainier Prep sees cultural differences as assets to be understood, shared, and celebrated. (Invitational Priority) Staff will also teach scholars about racism, sexism, homophobia, discrimination and stereotype threat among other topics, so that students may be better prepared to navigate challenges that they may encounter in different educational and work-place settings.

2. The extent to which the proposed project will assist educationally disadvantaged students in meeting State academic content standards and State student academic achievement standards:

Selection Criteria 2 is addressed on pages 2-6 and is also further supported in Selection Criteria 1 as our program was created to assist educationally disadvantaged students. One point that may warrant elaboration here is our Response to Intervention (RtI) model which is detailed in our attached charter application pages 33-43 located in attachment 12. Rainier Prep uses the RtI model for both behavioral and academic support.

Rainier Prep's multi-tiered approach to support will ensure that when students struggle, learning challenges are identified early and given frequent follow-up service and attention. By proactively and consistently analyzing data in a wide range of areas including academic assessments, attendance, disciplinary and engagement/success levels, the Rainier Prep community will make certain that each student receives an appropriate level of intervention to meet their individual needs. In addition to the spectrum of academic interventions articulated in our charter, Rainier Prep will provide extensive behavioral/social-emotional support to scholars who need these services and extensive support to all scholars in Tiers 1, 2, and 3 of the RtI model. At Rainier Prep, we believe that all scholars benefit most from being part of the general education environment. (Hehir, Grindal, & Eidelman, April 2012).

We believe that the strongest services for special populations must begin with world-class support for all students. For example, Rainier Prep courses will be highly personalized with data-driven learning plans and a highly differentiated classroom approach that includes the use of blended learning, small groups, and individualized project-based work. Scholars identified to participate in tier 2 and tier 3 level support will need more personalized, specialized services

provided and will be monitored by highly qualified special-education or language staff. The RtI model adds the following layers of support for these scholars:

- a) Learning Center Access
- b) Extended Day
- c) Summer Session
- d) Positive Behavioral Supports
- e) Mental Health Intervention and Case Management

Our program will ensure that scholars have access to coordinated and integrated care. We are actively seeking partnerships with mental health agencies, such as Southwest Youth and Family Services, who will be able to provide support services both within the community and onsite.

3. The quality of the strategy for assessing achievement of the charter school's objectives:

Rainier Prep's mission is to prepare students to excel at four-year colleges and to become leaders in their communities. To achieve this, we created a new model which balances direct skill building in reading, writing and math, with project-based learning that promotes inquiry and critical thinking. To measure our success in meeting these objectives, we have developed a working draft of educational, organizational, and financial measures and targets (described below). These are in working draft form because we are currently collaborating with the Washington State Charter School Commission and NACSA to create detailed frameworks in each area with goals, measures, and targets. (See attachment 11 for the financial framework; all frameworks will be available by Fall 2014). The Rainier Prep Board of Directors will actively monitor progress in all three areas of the frameworks with committees specifically dedicated to finance and academic excellence. Our teaching staff will actively monitor progress in the

academic area as well. In particular, Rainier Prep will measure academic achievement using our state’s new assessment system - Smarter Balanced - and the school’s internal assessment system. Our school was designed using CCSS, Next Generation Science, C3 Framework and College, and Career Ready Standards to guide our instruction. Below is a chart that shows the wide range of assessment tools that will be used:

Domain	Measure	Target
Academic		
Overall	Annual Measureable Objectives (State and Federal Targets)	Rainier Prep will meet 80% of the Annual Measureable Objectives set by the state and federal guidelines
	School Designation Set by State	Rainier Prep will not be considered a Focus or Priority School or equivalent.
	Adequate Yearly Progress requirements or equivalent	Rainier Prep will meet AYP.
	EPAS/Aspire – ACT’s Educational and Planning Assessment System	75% of 8 th graders will demonstrate that they are on track to earning a 24 on ACT in 11 th grade by earning a benchmark score on EPAS/Aspire (ACT Compass).
	Internal Interim Assessments	<u>Four Interims Per Academic Year</u> Oct: Establish cohort baseline. Jan.: Increase of 20% from Oct.

Reading, Writing, and Math		Apr.: Increase 30% from Oct. June: Increase 40% from Oct.
	Diagnostic Assessment: NWEA MAP or similar measure (Reading and Math Only)	85% of students will meet or exceed annual typical/expected spring-to-spring growth targets on NWEA Map or similar assessment. (Taken three times a year)
	Summative Assessment Smarter Balanced	Rainier Prep's average on the Smarter Balanced Assessment will exceed the average in the local district's schools in grades 5-8.
Organizational Goals		
On Time Arrival	Average Daily On Time Arrival	Rainier Prep will average 95% on-time student arrival.
Attendance	Average Daily Attendance	Rainier Prep will average 96% or higher daily scholar attendance in each school year.
Re-enrollment	% of students who re-enroll from one academic year to the next	Rainier Prep will re-enroll at least 80% of its eligible scholars for the next school year.
Special Education Compliance	% of IEP in compliance on all timelines	IEP compliance meets or exceeds 98%
Financial*		

(example) Assets to Liabilities	Ratio of Assets to Liabilities	Current Ratio is between 1.0 and 1.1 <i>and</i> one-year trend is positive (current year ratio is higher than last year's)
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*There are eight measures used in the Washington Financial Performance Framework. See attachment 11 for financial framework details. Each is an indicator of either near-term financial health or longer-term financial sustainability:

- Current Ratio (Near-Term)
- Unrestricted Days Cash (Near-Term)
- Enrollment Variance (Near-Term)
- Debt Default (Near-Term)
- Total Margin (Sustainability)
- Debt to Asset Ratio (Sustainability)
- Cash Flow (Sustainability)
- Debt Service Coverage Ratio (Sustainability)

Academic Performance: Rainier Prep will use data intentionally and strategically to inform and improve instruction. Scholars' academic progress will be measured daily through formative assessment with individual feedback so that they can improve quickly. Rainier Prep will also conduct interim assessments every quarter in reading and math. The organization will develop these assessments internally or purchase them through the Achievement Network or a similar organization. Rainier Prep will use the practices and protocols from Paul Bambrick-Santoyo's *Driven by Data (Bambrick, 2010)* based on his work with the Uncommon Schools.

Rainier Prep will set aside weekly collaborative professional development time for data analysis as well as **four data days** throughout the year (See attachment 7 for annual calendar). All staff will be responsible for data collection and analysis and will be supported by the Lead Teachers, Director of Academics, and School Leader in converting data collection and analysis into instructional planning and delivery. Furthermore, Rainier Prep believes in a growth mindset of continuous improvement and wants scholars and families to understand what the data means. The advisors will work closely with their scholars so that they understand their data and are able to set SMART (specific, measurable, achievable, relevant, time-bound) goals. The school will report to families at least four times per year on student progress. Additionally, when a student is given a standardized diagnostic or summative assessment, a report will be sent home explaining his/her scores. Our goal is for this report to be parent friendly and comprehensible for all families. Additionally, the school will report to the public annually on its progress toward goals.

The Director of Academics will be responsible for collecting, managing, and distributing academic data. The Office Manager will manage the attendance and enrollment data. The Director of Operations will manage the financial data. Classroom teachers will interpret the data for their students in collaboration with team members, a Lead Teacher, and/ or the Director of Academics. Taken as a whole, our assessment processes will be used on a daily and ongoing basis to shape the work of our school and ensure the achievement of the outcome goals, which will be pursued relentlessly by Rainier Prep.

Staff will participate in fifteen days of professional development prior to the start of school where they will receive training on every aspect of the school, including instructional design, lesson planning, home visit preparation, data analysis, assessment, and student behavior management. Staff will study the standards and outcomes, the assessments, the scope and

sequence of curriculum, and the units prior to the start of school. This will allow staff time to plan backwards beginning with the end in mind (UBD).

In addition to the 15 days (105 hours) of staff training that Rainier Prep will accomplish prior to the start of school, we will also have 9.5 hours of weekly job embedded professional development, with much of this time dedicated to data driven dialogue. The schedule is designed to give teachers more time to intentionally plan based on the data, so we can achieve the school's ambitious goals ([Generation Ready: Partnering for School Success, 2013](#)).

4. The extent of community support and parental and community involvement

Rainier Prep deeply values the community and families we serve and considers them full partners in the design and success of the school. At the core of our school's mission is a true partnership between Rainier Prep and its scholars and their families. Together, alongside parents, guardians, and extended community members who have visions of choice and opportunity for their children's future, Rainier Prep will work to ensure college readiness, academic and personal success for each of its scholars. In addition to all the activities and strategies described in the student recruitment and enrollment section that involve families and community members, Rainier Prep has taken a number of steps to engage family and community members in its early planning-stage months. Between September 2013 and the submission of the charter application in November, Rainier Prep held six public meetings to share information and listen to ideas from the community on what they want to see in a school. As part of the authorization process, we held a public meeting in January, which was attended by more than one hundred diverse members of the community. Attachment 9 provides evidence of community support such as public meeting agendas, letters of community support, signatures of support from parents and

community members, and photos of events. In addition to larger public meetings, Rainier Prep has also met with many community members, including leaders from the Boy and Girls Club, Highline Community College, White Center CDA, YMCA, Global to Local, City of SeaTac, City of Burien, South County Council of Human Services, South King County Chamber of Commerce, and Highline Public Schools. Each meeting has helped to inform the development of our school because Rainier Prep wants to create a school that is truly responsive to the needs of the community.

Rainier Prep has just begun what will be a long, deep, and generative conversation with families and communities over the next 13 months. Our informational meetings have laid the groundwork for a grassroots effort to mobilize families and leaders in service of exploring what is possible for their children. These community leaders have helped us to make certain decisions (for example, which grade levels Rainier Prep will serve), and helped us to decide to leave other decisions until we have our founding families (for example, uniforms and dress code). The organization will continue to hold public meetings – intentionally scheduled at various locations and different days/times to provide access to all – and encourage parents to attend regularly in order to maintain open, two-way communication between the school and the community. Rainier Prep has begun to build a group of parents/family members who will take on leadership roles in our community-organizing efforts, and has already begun to identify some of those local, grassroots leaders who have a finger “on the pulse” of the community and will offer invaluable insight and wisdom during the design phase of the planning process.

Rainier Prep will engage in even deeper and intentional ongoing work with the community. In addition to monthly meetings, the organization will:

- Set up public booths at local events (farmers markets, community healthcare events,

community based organization partnership meetings) for families to give input and ask questions

- Participate in local public forums (such as the Equity Summit at Highline Community College)
- Develop partnerships with after-school providers (Neighborhood House, Boys and Girls Club, YMCA) with the goal of outreach to their students and families
- Disseminate school information at family-friendly centers in the neighborhoods it plans to serve (community centers, libraries, child-care centers, food banks, etc.)
- Disseminate information at apartment complexes in target neighborhoods and work with King County Housing to visit housing communities
- Explore relationships with nearby elementary schools so that principals and school staff can refer students who are most in need of and will most benefit from the Rainier Prep experience

Rainier Prep strives to become a Partner School (Henderson, Mapp, Johnson, & Davies, 2007) that will model inclusivity and openness to the surrounding community: A school that builds authentic relationships with families, connects parents to learning experiences at the school, is inclusive of all families, and works alongside the community to collaboratively serve its children and citizens. All families will be asked to provide 10 or more hours of voluntary service to the school. This is intended to help build a sense of community through completion of needed tasks and meaningful engagement. Examples of voluntary service will include high-leverage work that supports student learning such as volunteering in classes or coaching/leading enrichment activities, and flexible work to accommodate busy parents' schedules, such as organizing a community barbecue from home or leading a phone tree to coordinate

dissemination of important information.

Office staff and the school's Family Outreach Worker will identify parents who will help coordinate school volunteers and create a menu of options that make service engaging and inviting for a variety of parents. The Enrichment Coordinator will also work closely with families. Once open, Rainier Prep will host informal family events quarterly to make our school an inclusive environment for parents and the surrounding community. Advisors play a key role as school-family connectors and will build deep relationships with families through home visits, regular communication, and a four-year relationship with their students. Parents will be made aware of volunteer opportunities and expectations via general meetings and home visits, and will become invested in the vitality and health of the school and proud of the many ways in which they each contribute to it. Parents will be offered an opportunity to serve on the Rainier Prep Parent/Community Council, a group that will meet regularly with the school leadership team to ensure that parent and stakeholder voice and perspective is always represented, considered, and accounted for when decisions are being made, especially ones that directly impact students and families.

Furthermore, Rainier Prep intends to build a parent-education component into Rainier Prep's programming. The organization will provide relevant and timely parent workshop topics on issues ranging from "Understanding the Teenage Brain" to "Healthy Teen Relationships" to a "Diabetes Prevention and Nutritional Eating." These sessions will enable parents not only to hear from experts about the development of their children at various stages, but also will provide the treasured opportunity to speak with one another about what they are experiencing with their children at various ages and stages. Time and experience have shown us that these types of opportunities for parents to connect are extremely valuable in helping all to navigate the rocky

waters of raising a teenager.

Rainier Prep is also committed to improving family engagement as it grows. The organization will provide a yearly survey to gauge family satisfaction with the school. The Family Outreach Worker will keep data on event attendance and family participation in volunteering, family conferences, parent workshops sessions, etc. This data will be shared with staff to improve family relationships and used to conduct a yearly needs assessment of family involvement and satisfaction with Rainier Prep. At the core, the organization will focus on simultaneously achieving academic targets with scholars while ensuring that families are a vital, integral part of the process.

Rainier Prep is in conversation with several community organizations about partnering to maximize student services and outcomes. This list includes, but is not limited to: Rainier Scholars (for sharing of best practices around curriculum, instruction, school culture, family engagement, professional development and financial planning), the University of Washington (for potential collaboration with School of Education teacher training program as well science and math education), and AmeriCorps for a cohort of members who can provide critical assistance with our enrichment programs described in an earlier section of the application (and simultaneously serve as role models for scholars around the pursuit and attainment of a four-year college degree). Rainier Prep will continue to develop key partnerships as the school establishes itself and becomes ever-more aware of the critical support that collaboration with other organizations can provide. The organization's vision is to create a school in which the community feels a sense of pride and is inspired by the possibilities of what can be achieved when a group of committed people come together with a common goal of making college a reality for all of its students.

Equitable access to a high quality education is at the heart of our mission. We know that in some places charter applications and processes have created barriers to diverse populations and students with special needs. The Washington State law is clear about this as is our Board and founding staff. We have built our community outreach plan to reach the people in the neighborhood in which we intend to operate. This requires a multi-pronged, multi-lingual outreach effort. We have hired Hong Nhi Do to lead our student recruitment and community engagement efforts. As a first-generation immigrant from Vietnam, she understands first-hand some of the challenges that many of our students and their families face in pursuing high-quality educational opportunities. Together with community input, we have a crafted an outreach plan with the goal of our school reflecting the overall demographic data of the Highline/Tukwila area, thus meeting the grant's goal of reducing racial isolation in public schools. As mentioned previously, Tukwila has been declared the most diverse school district in the country, with Highline demographics moving in the same direction. This area of South King County has seen dramatic demographic shifts and our district school systems have struggled to meet these changing needs. For example, 79 percent of students were classified as White in 1986 and 37 percent designated as White in 2006. The greatest increase in Highline has been with our Hispanic population, which grew from 3 percent in 1986 to 25 percent in 2006 and is more than 50 percent at one of the elementary schools in our intended feeder pattern. In order to truly reach the community, we have collaboratively created a multi-layered approach because we have learned that not all people get their information in the same way. Below is a list of some of the ways that we will communicate with our community:

- **Social Media:** Facebook, Twitter, local blogs, website
- **Key Partnerships:** King County Housing, School District, Matt Griffin YMCA, Global

to Local, White Center CDA, Churches, Mosques

- **Community Special Events:** Examples: Burien Farmers Market, Equity Summit, White Center Days, and the SeaTac Back to School Fair.
- **Public Informational Meetings:** From September onward, we will hold at least two meetings a month for students and families to get more information about Rainier Prep.
- **Hire Part-Time Interpreters and Community Connectors** who speak primary languages of the families we serve. Rainier Prep is highly likely to receive a grant from the Washington State Charter Association for \$25,000 for community engagement. This money will be dedicated to reaching out to community members who might not otherwise know about us, especially families where the adults speak little to no English.

Lottery: Should we exceed capacity, we will hold a public lottery where all of the names of the scholars without siblings from a given grade will be given a number, and numbers will be selected at random one-by-one until capacity is reached. After capacity is reached, we will continue to select numbers to create a waitlist for the current year. Scholars on the waitlist will be notified if a place becomes available. If they want the spot, they can then transfer into Rainier Prep from their current school.

There will be community meetings, information nights, and school tours once the school is open to help families prepare for this new experience. All of the pre-admission activities are meant to share information and make sure that families and students understand the mission, focus, goals, culture, expectations, and tremendous opportunities available at Rainier Prep.

5. Quality of Project Personnel:

At the heart of great schools lie exemplary teachers and school leaders. At Rainier Prep, the caliber of the individuals hired to ensure the fulfillment of our mission will be remarkable. We are confident that we have identified an outstanding school leader who will in turn continue to recruit and develop stellar faculty and school leadership team members. The staff running the school on a daily basis will be supported by an equally stellar team of Board members, all of whom share a deep commitment to the belief in the importance of access to high-quality, college prep educational opportunities for ALL students.

Key Members of School Leadership Team:

School Leader: Now in her 17th year in public education, having served as a classroom teacher, department chair, school reform leader, principal and senior fellow in the Washington State Charter Schools Association, Maggie O’Sullivan possesses both the depth and breadth of experience in effective administration, curricular leadership and design, governance and school leadership to ensure successful outcomes for the school. Ms. O’Sullivan is a leader who draws other excellent educators to her vision, shares it in a way that it becomes their own vision, and then drives a team relentlessly towards achievement of the goals, which ultimately results in successful student outcomes.

After an undergraduate career at Bowdoin College and Master’s Degree work in Liberal Studies at Wesleyan, she earned a Master’s in Education at Stanford University in 1997. Following a stellar high-school teaching and coaching career in Tukwila at Foster High School (in which she earned National Board Certification and led her school’s efforts to land the inaugural Gates Foundation Achievers grant, ensuring Foster graduates of funding for in-state college tuition), she then spent **eight years as a principal** in Federal Way School District. In

both low-income, highly diverse schools in which she served, she produced **excellent results** through establishing a culture of achievement as noted through receiving awards both from the district and the state. Her passion for ensuring that all students have the opportunity to achieve, **proven track record at closing the achievement gap**, and her unceasing commitment to do “whatever it takes” in terms of effort, preparation, teacher identification, professional development, and the building of a strong school team and community culture make her the ideal leader in an inaugural charter-school effort.

As a Senior Fellow with the Washington State Charter Schools Association’s Leadership Center, Ms. O’Sullivan is learning leadership and high-performing charter best-practices development based on study of and support from charter experts. The Senior Fellows Program is a year-long (July 2013-2014) program that provides weekly seminars taught by local and national education and charter experts, trips to observe high-performing charter schools, personalized coaching from former charter leaders, and ongoing support with partner organizations. Some of these experts and partners have included:

- The New Teacher Project (human capital)
- EdTec (budget and finance)
- Seneca Family Agencies (special education)
- Charter Board Partners and The High Bar (board governance)
- Ben Marcovitz, Collegiate Academies (school culture)

Ms. O’Sullivan has toured schools and interviewed leaders at the following high-performing charter schools: Summit Public Schools, Aspire Public Schools, Lighthouse Community Charter School, Leadership Public Schools, Strive Preparatory Schools, The Odyssey School, SciAcademy, Firstline Schools, Crescent City Schools, KIPP Believe, KIPP

Central City, KIPP Infinity Summit, High Tech High, and Bricolage Academy. In the spring of 2014, she completed a residency at Denver School of Science and Technology, which focused on data-driven instruction, teacher observation and coaching, hiring, board governance, school culture, teacher professional development, and strategic planning.

Leadership Team: Ms. O’Sullivan understands that the most important decisions a school leader makes is the selection of teachers and other staff who will deliver on the school’s mission. To this end, she has hired Hong Nhi Do to be the **Coordinator of Community Engagement and Student Recruitment** starting on September 1, 2014. Do will play this critical role for the start-up year and then will transition to being one of the founding teachers, serving as the Special Education Specialist on the faculty. As mentioned earlier, Ms. Do is a standout special-education teacher. She represents the level of excellence that we will seek in each of our staff members. In addition to our first two staff members (with more to be added during the planning year if successful with this and other grant applications), we have a strong and diverse design team, as well as a target list of highly qualified teachers whom we are recruiting for the opening of Rainier Prep. Below is a list of members of Design Team Phase 1 to provide context on the quality and depth of our team’s knowledge:

Design Team Phase 1

Name	Organization	Title	Area of Contribution
Hong Nhi Do	Brooklyn Prospect	Learning Specialist	SPED, Community Outreach
Heather McKey	Northwest School	ELL Teacher	ELL, ELA, Ed Model

Sumiko Huff	Rainier Scholars	Academic Director	Culture and Curriculum
Rachel Fletcher	Formerly@Yes Prep	Math Specialist	Math/New Teacher Support
Susan Toth	KIPP	Education Director	Education Model, Culture, Professional Development
Adie Simmons	Family and Community Engagement Trust	Executive Director	Family and Community Engagement
Susie Wu	Rainier Scholars	Director of Leadership Development	Science/Math/Leadership

Furthermore, Ms. O’Sullivan and the founding board understand the critical importance of an equally superb leader in the realm of facilities, operations and logistics, which makes all growth and development within a school possible. This will be the next position prioritized in our school’s development, and in fact, is one that we hope will become possible through the successful receipt of this grant. The capacity-building support to ensure that the infrastructure side of our team matches the excellence of our educational-model delivery team will make an immense impact on our school’s evolution.

Recruiting: Rainier Prep is committed to providing equal employment opportunity/affirmative action to all persons without regard to race, color, religious creed, age, sex, marital

status, national origin, ancestry, disability, pregnancy, sexual orientation, gender identity or expression, ethnicity, citizenship, genetic information, veteran status, or any other basis prohibited by Washington state and/or federal nondiscrimination laws. Our staffing plan will reduce racial, ethnic, and economic isolation in access and in accordance with all local, state, and federal statutes. Below are a few ways that we will address this:

- Rainier Prep has developed good relationships with educational institutions and programs, including those with high minority enrollments such as Highline Community College, University of Washington, and the Martinez Foundation to publicize job openings and solicit referrals of qualified minority candidates.
- Rainier Prep has been actively developing contacts with local minority community organizations to publicize job openings within the charter school community and to solicit referrals.
- Rainier Prep's advertising will include web and broadcast media such as Spanish language radio where the target market is local Latinos and Hispanics.
- Rainier Prep's Board of Directors will review, on an annual basis, the effectiveness of this plan in increasing minority applicant flow and attracting qualified candidates.
- The Board of Directors, working in conjunction with the School Leader, will analyze progress and adjust course after the annual review.

Board of Directors: Rainier Prep understands the tremendous importance of a high-functioning founding board to ensure a school's success, and has recruited an **exceptional and diverse group** to be involved from the inception. These include leaders from the business, finance, education, policy, and nonprofit worlds of the greater Seattle area. The Rainier Prep

Board currently includes seven talented founding members and is actively recruiting additional board members to broaden our areas of expertise. The Rainier Prep Board is led by a chairperson who is widely considered a world leader in business. Below is a bio for each of our board members:

Andy Jassy (Chair) – Business: Andy holds both AB and MBA degrees from Harvard. Andy has been at Amazon for 17 years, building and leading the CRM function, writing the business plan, leading the Music business, co-leading Amazon's Marketing team, serving as Jeff Bezos's Chief of Staff, **and leading the creation of Amazon's Cloud Computing business-** Amazon Web Services (AWS), which he has managed since its inception and continues to lead today. Andy also leads Amazon's Technology Infrastructure team, as well as Amazon's Mobile AppStore, Gaming Platform, and Web Browser (Amazon Silk). He has extensive business and management experience including managing a department that took in more than \$60 billion in annual sales. Prior to joining Amazon, Andy managed his own marketing business, and spent nearly three years as a Product Manager at MBI, Inc. He has served on commercial boards (Coupa Software) and non-profit Boards (Rainier Scholars). He brings deep experience in strategic planning, start-up operations and growth management, fundraising, performance-management principles, finance, and staff leadership development.

Max Silverman (Vice Chair) - Educational Leadership: Max holds a BA from University of Wisconsin at Madison and an MA from San Francisco State. He is currently the Associate Director, Center for Educational Leadership at the University of Washington. Previously, Max served as the Executive Director of High Schools (and Principal) in Highline Public Schools. A lifelong educator and resident of South Seattle, Max brings tremendous expertise in all aspects of school and district administration, governance, educational design

principles, community engagement, and data-driven educational reforms. Max's professional experience is deeply rooted in the community Rainier Prep seeks to serve and he is an integral partner in establishing positive relationships with all constituencies in the Highline and South Seattle schools area.

Joan Hsiao (Treasurer) – Finance: Joan holds an AB from Harvard and MPPM from Yale. The daughter of Chinese immigrants, Joan's family taught her the value of education from her early years and now she shares that with others through her work as an Historian in Residence teacher as well as a community volunteer. She brings critical expertise in finance and budgeting, with private and public sector professional experience in finance and budget analysis. Prior to becoming a teacher, she worked as an investment banker in corporate and public entity financings and also as a budget and policy analyst for the Office of Management and Budget in New York City where she **managed a \$1.6 billion budget**. As a community volunteer, Joan has enjoyed service roles in a number of schools. In addition to board memberships, she has held a variety of leadership position in PTAs, including service on the Board of Trustees at the Lakeside School.

Ed Taylor – Post-Secondary – Educational Equity: Ed holds a BA and MA from Gonzaga University and his PhD from the University of Washington. He is currently Vice Provost of Undergraduate Affairs at the University of Washington and Professor in the School of Education: Ed brings tremendous expertise in management, non-profit board service, curriculum, instruction and assessment, as well as deep experience in community and family engagement. Ed understands what it takes to create high-quality schools and educational programs and is deeply knowledgeable about the diverse populations Rainier Prep seeks to serve. Dr. Taylor has been an advocate for all kids for more than 30 years and is widely recognized as a **leading African-**

American scholar.

Bob Kimball - Business Legal – Currently the General Counsel for Amazon Web Services, Bob is known both for his business savvy and his legal acumen. After serving as general counsel and SVP, Bob guided **Real Networks as the President and CEO** to steady ground through the rapidly changing digital climate. He received his JD and undergraduate degree from the University of Michigan, graduating Magna Cum Laude from law school.

Lynn Marie Engel- Legal Contracts - Lynn has been a litigator for almost 20 years. She started in the Seattle office of Heller Erhman White & McAuliffe office and was a founding member of Summit Law Group, PLLC where she practiced for over 16 years. Recently, Lynn began a litigation consulting business, Eclipse Law Group, PLLC. Lynn's practice focuses primarily on complex commercial litigation. She has extensive litigation experience in contract and intellectual property issues, including trade secrets, software licensing agreements, non-competes, trademarks, copyrights, and patents. She has assisted clients in responding to state and federal investigations, including those conducted by the Department of Justice, the Federal Trade Commission, the Securities and Exchange Commission, the Washington State Attorney General, and the Oregon State Attorney General. She has **managed numerous multi-firm, complex commercial litigation cases** and is very familiar with issues related to electronic discovery. Lynn attended Oberlin College and received her law degree from the University of Chicago.

Sarah Smith -College Prep and Nonprofit Management: Sarah began her career in education as a high-school History and English teacher winning awards such as a **Seattle School District Excellence in Teaching Award and a Golden Apple Award**. For the past 13 years, Sarah has been a founding staff member and is now Executive Director of Rainier Scholars, an educational nonprofit which serves low-income students of color in the greater Seattle region

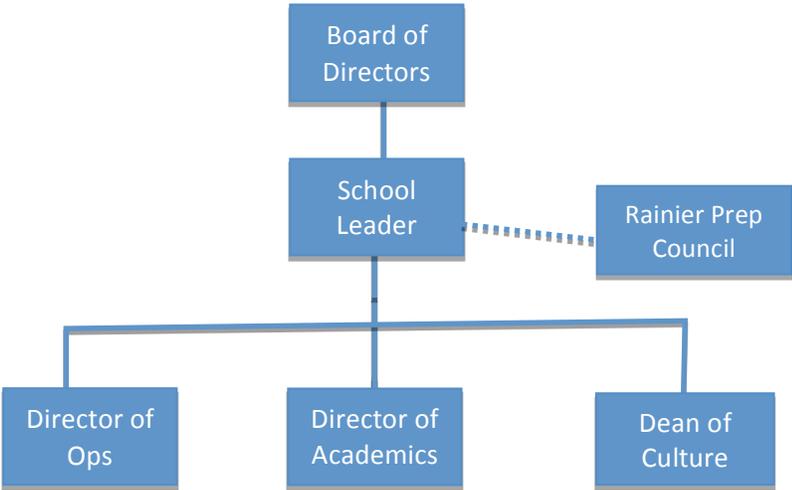
who will be the first in their family to graduate from college and, as noted in prior part of document, is also a program which is collaborating closely with Rainier Prep in its formative stages of development. Using an academic and wrap-around holistic support model, Rainier Scholars has worked with more than 800 students to ensure their early preparation and ongoing success on the college prep pathway. Rainier Scholars boasts a 90 percent+ college graduation rate for its students who begin the program in 6th grade. Sarah manages an annual budget of \$3 million+ and a staff of 55 employees. Sarah has served on the boards of Powerful Schools, The Exeter Association of Washington and Strategic Education Centers (a Seattle based nonprofit which facilitates HIV/AIDS education and job training programs in Swaziland and South Africa). She holds a Bachelor of Arts degree with distinction in History from the University of Virginia and a Master's degree in Education with a Certificate in Teaching from Stanford University.

6. Quality of the management plan:

Rainier Prep incorporated as a non-profit in October of 2013 with a strong founding board and an experienced school leader. The Board and the School Leadership team's combined experience will ensure a strong management structure and successful execution of all aspects of the school's plan. The Rainier Prep Board of Directors will govern Rainier Prep, which will be managed and led on a daily basis by the school leader. The Board of Directors will be responsible for the overall vitality of the school in both academic delivery, organizational health and financial matters, strategic planning, financial oversight, long-range vision; and will hire, support, evaluate and if necessary, replace the school leader. The founding board has received substantial training from The HighBar and Charter Board Partners to understand the critical difference between governance and management of the school. The Board is actively working on

a detailed separation of duties, decision-making and “areas of authority” process document which will guide the work of the team, as well as establishing the processes for recruitment of new board members which will ensure compliance with all state and federal laws. The School Leader will have ultimate responsibility for all personnel matters (hiring, firing, training and development of all faculty and staff, especially all members of the School Leadership Team) and will be held accountable for managing results on a daily and monthly basis. Together with the Leadership team, the school leader will be responsible for all aspects of day-to-day operations of the school. The organizational chart below illustrates the basic management structure, as well as leadership team positions and advisory bodies. This school leadership team will hold ultimate responsibility for executing Rainier Prep’s mission of ensuring college and career readiness for all its students on a daily basis, while the Board of Directors will provide overall governance, guidance and support in the achievement of that mission. Both the Rainier Prep Board of Directors and all leadership team members as well as all staff and faculty will see pursuit of and execution upon this mission as the most significant of duties and responsibilities.

Rainier Prep Organizational Chart, Year 1



The School Leader is the lead manager of the school and of this grant project. She reports directly to the Board of Directors. The School Leader will directly supervise the Director of Operations, the Director of Academics, and the Dean of Culture. These four individuals will make up the school leadership team. The Director of Operations will manage all aspects of the school that are not academic and not directly related to students. For example, he/she will manage contracts, office staff, transportation, back office provider relations, etc. The Director of Academics will manage the instructional teaching staff. They will be responsible for curriculum, instruction, and assessment and all elements related to student learning. The Dean of Culture will manage all things related to students' experience outside the classroom, including student support services such as enrichment and family outreach, as well as culture-building events including community meetings and family nights. The Rainier Prep Council will serve a nonsupervisory but very important advisory role, providing stakeholder input on topics that matter most to families and community. In the chart below, the key milestones, timelines and staff responsible for the execution on this specific project are detailed.

Milestone	Timeline	Responsible
Vet, select, and hire technology professional	Dec. 1, 2014	School Leader
Vet, build relationships with culturally responsive mental health agencies	Jan. 1, 2015	Coordinator of Community Outreach and Student Recruitment
Recruit, interview and select Director of Operations	Feb. 1, 2015	School Leader

Research, plan, and organize new staff training	Mar. 1 annual	School Leader
Vet, select, and procure office furniture	Apr. 1, 2015	Director of Operations
Full enrollment with waitlist	Apr. 15, 2015	Coordinator of CO and Student Recruitment
Vet and build relationships with low-, no cost, culturally responsive healthcare providers	June 1, 2015	Coordinator of CO and Student Recruitment
Vet, select, and procure classroom furniture	July 1, annual	Director of Operations
Vet, select, procure, and set up hardware and software	Aug. 1 annual	Technology Consultant
Vet, select, and procure classroom libraries	Aug. 1 annual	Director of Academics
Organize travel and logistics for annual meeting and school site visit	TBD	Director of Operations
Vet, select, and build relationship with high-performing schools	Oct. 1 annual	School Leader

The school leadership team and Rainier Prep Board will be relentlessly focused on achieving each of these milestones in a timely manner, with a commitment to fiscal accountability. The team understands and appreciates the critical importance of operating within budget, and the past performance record of both the School Leader and **multiple board**

members in managing multi-million dollar budgets is a strong indicator of our team’s capacity to do this successfully. See project budget and budget narrative for more information.

7. Existence and quality of a charter or performance contract between the charter school and its authorized public chartering agency:

Since Washington was the 42nd state to approve charter schools, we had the great benefit of learning from those states that came before us. The voters of Washington State passed Initiative 1240 in November of 2013. This passage created the Washington state charter school law, which was ranked sixth out of 43 state laws for its rigorous guidelines by the National Alliance for Public Charter Schools (Ziebarth, 2014). Rainier Prep began working informally with community members and educators in the spring of 2013 and formally incorporated as a non-profit in October of 2013 (Attachment 2) The Washington State Commission unanimously approved the Rainier Prep charter application on January 30, 2014. The Board of Directors reports directly to the Washington State Commission. The Washington state law requires that the charter schools focus on reaching the “at risk” students who have the worst outcomes in the traditional district system and it focuses on creating a small number of high-quality options (Competitive Priority One). Rainier Prep was one of only eight approved schools of the nineteen that applied through a rigorous process designed by the Washington State Commission in collaboration with National Association of Charter School Authorizers (NACSA). NACSA guided the Washington state charter school application process with a focus on the creation of high-quality schools first and foremost, whereas some states have focused on quantity and have not emphasized “at risk” populations in their founding charter legislation.

Washington is in a unique position to do charter authorization well and thus will likely

eventually be considered a national model. High levels of collaboration between the Commission and the authorized schools are underway with the shared goal of quality outcomes for all students. As an example, Rainier Prep is participating in monthly meetings with Washington State Commission staff to provide input on the academic, financial, and organization accountability frameworks.

8. The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school:

Washington’s law exempts charter schools from most statutes and rules that apply to traditional public schools. As explained above in section seven, Rainier Prep is authorized by the Washington State Charter School Commission and reports directly to the commission. This structure frees Rainier Prep from the traditional school, district, and state structures, thus giving greater flexibility in ensuring that the educational program is able to meet the needs of the students. In Washington State Law 1240 Section 101 1(g) it states, “Public charter schools free teachers and principals from burdensome regulations that limit other public schools, giving them the flexibility to innovate and make decisions about staffing, curriculum, and learning opportunities to improve student achievement and outcomes.” The law grants our Board of Directors clear statutory authority to operate a fiscally and legally autonomous school, including in areas such as hiring and firing employees, receiving and disbursing funds, entering into contracts, and issuing debt. (RCW 28A.710.030).

We believe that the streamlined reporting relationship and the quality of the Washington state law allows exemption from all district-level regulations that inhibit flexibility. Rainier Prep will comply with the Washington State law and the contract. The three key areas which provide

the greatest flexibility and have the most direct effect on student outcomes are personnel, operations, and budget.

Personnel: Quality teachers and staff are at the heart of great schools. As a charter school, our employees will be hired at will on limited as opposed to life-time contracts found in the district systems. As an organization, we will have the freedom to choose the employees that best fit our mission. Because of our core values and the students we will serve, we have prioritized recruiting teachers of color, believing this will have a positive impact on all members of our student body. As Ulrich Boser writes, “Students of color also do better on a variety of academic outcomes if they are taught by teachers of color... What’s more, it is important for all students to interact with people who look and act differently than they do in order to build social trust and create a wider sense of community. In other words, the benefits of diversity are not just for students of color. They are also important for white students” (Boser, May 4, 2014). We will be collaborating closely with Teach for America, University of Washington, The Martinez Foundation, and the Washington Charter Schools Association to build a pipeline of high quality teachers of color to serve in our school.

Operations: We have established a daily schedule based on what best practice research has taught us is ideal for middle school student learning, not based on the sports team schedule or transportation logistics. Furthermore, we have the flexibility to change the schedule. For example, if, after we review our interim assessments in 5th grade math, we realize that we need a little more time in math for a few weeks to allow students to truly understand how to add and subtract fractions with unlike denominators, then we can create that time within our schedule. We want to be responsive to our families and our community which is diverse and ever-changing. Immigration trends have changed our target community significantly in the past

twenty five years, and as the community changes, we need to meet those changing needs. One example of an operational freedom would be the ability to staff up to meet the needs of a new immigrant group by hiring a part-time office or family outreach worker to support families from this new immigrant group. These operational freedoms represent freedom from the start to plan based on students' needs and proven models of what works, and over time, this operational freedom allows up to be nimble in responding to changing condition in order to consistently deliver outstanding student results.

Budget: Resource allocation and budgeting is another area which allows for full autonomy. The Rainier Prep board is solely responsible for budgeting and is allowed significant freedom in this area. As with any public dollars, transparency and community input is valued and built into our yearly budgeting process. Unlike traditional district structures, however, decisions regarding resource allocation are made at the school level not the district or authorizer level.

VII. Conclusion

We know that opening a charter school is an incredible undertaking, and though we are well aware that some who have come before us have failed, we are confident that we have the technical expertise, leadership, quality of plan and focused commitment to mission to ensure the ultimate success of Rainier Prep. The people assembled on the Rainier Prep team, from the school leadership to the board and community supporters behind us are among some of the most experienced educational, nonprofit and business sector leaders in the region. Veterans of successful start-ups in both the private and nonprofit sector, our team is prepared in every aspect for the work ahead. In the spirit of Jim Collins, we have the “right people on the bus” to achieve our goals.

Our educational model and plan reflects decades of experience in what works in the classroom setting, as well as many years spent studying best practices from high-performing charter schools around the country. The fact that the Rainier Prep charter was authorized more than a year and a half before the school doors will open has provided for intensive, intentional and deeply thoughtful planning in every aspect of the school's design and formation. Most importantly, the founding team and all who surround this project share an unrelenting commitment to serving those students who historically have the greatest number of barriers and challenges to accessing high-quality college prep educational pathways. The core belief that this access should be a fundamental educational right for ALL students, and not simply a privilege for the few, drives all who are involved in Rainier Prep. The support of this CSP grant would offer invaluable resources to our work, helping us to bring forth in Washington State a model of excellence that all charters and traditional schools could learn from, and one which could ultimately serve as an example of what is truly possible within the bounds of public education for those students identified as the absolute priority in both the Washington State charter school legislation and the parameters of this federal charter starter grant.

VIII. Attachment Easy Reference Guide

Attachment 1	CSP Assurances
Attachment 2	Proof of Nonprofit Status
Attachment 3	Project Director Resume
Attachment 4	Bibliography
Attachment 5	GEPA Statement
Attachment 6	Weekly Schedule
Attachment 7	Yearly Schedule (Annual Calendar)
Attachment 8	Resumes Board and Staff
Attachment 9	Evidence of Community Support
Attachment 10	Contract with the WA State Charter School Commission
Attachment 11	Financial Framework
Attachment 12	Charter Application Narrative

Attachment 4

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SCHOOL YEAR CALENDAR

2015- 2016

Rainier Prep

AUGUST 2015						
	M	T	W	T	F	S
						1
7	3	4	5	6	7	8
22	10	11	12	13	14	15
18-20	17	18	19	20	21	22
25-27	24/31	25	26	27	28	29

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

SEPTEMBER 2015						
	M	T	W	T	F	S
7		1	2	3	4	5
8	7	8	9	10	11	12
	14	15	16	17	18	19
	21	22	23	24	25	26
	28	29	30			

MARCH 2016							
	Su	M	T	W	T	F	S
3			1	2	3	4	5
3, 4	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		

OCTOBER 2015						
	M	T	W	T	F	S
				1	2	3
	5	6	7	8	9	10
	12	13	14	15	16	17
	19	20	21	22	23	24
30	26	27	28	29	30	31

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

NOVEMBER 2015						
	M	T	W	T	F	S
5,6	2	3	4	5	6	7
11	9	10	11	12	13	14
	16	17	18	19	20	21
26,27	23	24	25	26	27	28
	30					

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

DECEMBER 2015						
	M	T	W	T	F	S
4		1	2	3	4	5
	7	8	9	10	11	12
	14	15	16	17	18	19
21-31	21	22	23	24	25	26
	28	29	30	31		

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

JANUARY 2016						
	M	T	W	T	F	S
1					1	2
4	4	5	6	7	8	9
	11	12	13	14	15	16
18	18	19	20	21	22	23
	25	26	27	28	29	30

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

Key	First/Last Day of School
	5th Grade Student Retreat
	6th Grade Student Retreat
	Holiday or Vacation Day
	Data Analysis - Early release
	Staff Training

# of Days		
Staff	Student	
21	3	Aug
21	18	Sept
22	22	Oct
19	19	Nov
14	14	Dec
19	19	Jan
20	20	Feb
23	19	Mar

16	20	Apr
21	21	May
14	13	June
210	188	Total

Total # of hours = 1448.5

Summer # of Days

Staff	Student	
6	4	June
15	15	July
21	19	Total

Attachment 8
Board and Staff Resumes

Andy Jassy

410 Terry Avenue North

Seattle, WA 98109

ajassy@amazon.com

Education

Harvard Business School, MBA

1995 - 1997

Harvard University, AB

1986 - 1990

Experience

Senior Vice President, Amazon

1997 - Present

2003- Present: General Manager and Leader of Amazon Web Services, Amazon's industry-leading cloud computing business. Co-created the concept, wrote the vision document and business plan, hired the founding team, defined the services and platform, launched the services, expanded globally to every major continent (with hundreds of thousands of customers in over 190 countries), and have managed and grown the team and business over the last 10 years. AWS is the pioneer and clear market segment leader in the cloud computing space. Managed the Technology Infrastructure team, as well as Amazon's AppStore, Gaming platform, and web browser (Amazon Silk).

Other responsibilities in tenure at Amazon:

2004 - 2009: Global Payments Platform (Amazon's ecommerce payments platform that manages \$60B+ of sales) and External Payments business (started Amazon's External Payments business where other businesses use Amazon's payments products to collect payment on their website or application).

2003 - 2004: Associates business (Amazon's 1M+ affiliate websites that merchandise Amazon Retail items and earn a commission for what refers to sales)

2002 - 2003: Shadow for Jeff Bezos (Chief of Staff to Founder and CEO Jeff Bezos).

2001: Co-Leader of Amazon's Marketing team

2000: General Manager, Amazon's Music Business

1998 - 1999: Group Manager, Customer Relationship Management and Retention

1997: Product Manager, Marketing and Cross-Amazon (performed market analysis and wrote business plan for Amazon Music business)

Founder and President, ARJ Marketing Enterprises
Founded and managed marketing services firm.

1993 – 1995

Associate Product Manager, MBI, Inc.

General Manager responsible for multiple continuity direct response product series.

1991 - 1993

Board Memberships

Commercial Board of Directors

Coupa Software

2007 - 2009

Non-Profit Board of Directors

Rainier Scholars

2011 - Present

JOAN HSI-MIN HSIAO



EDUCATION

University of Washington, College of Education, Seattle, WA 2000 to 2004
Candidate for Ph.D. in Educational Psychology (Human Development & Cognition).
Completed coursework.

Yale University, New Haven, CT 1992
M.P.P.M. (Master's degree in Public and Private Management).

Harvard University, Cambridge, MA 1986
A.B., *cum laude* in East Asian Studies.

CERTIFICATION

Washington State Teacher Certificate (K-8 Endorsement) 2008

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TEACHING EXPERIENCE

Teacher, Historian in Residence, Seattle, WA 2011-present
Bring in-depth social studies learning to elementary classrooms. Use storytelling, inquiry, deliberation, drawing and drama to cultivate skills in listening, writing, speaking, and critical thinking. Units include: Dynasties of China, Seattle History and Immigration.

Teacher, Art without Borders, Nairobi, Kenya 2011
Taught art with local artists to children living in wards of Kenyatta National Hospital

Teacher, Fifth Grade, Language Arts, Montlake Elementary, Seattle, WA 2008-2011
Balanced literacy including Writing Workshop, Six Traits of Writing, Words their Way and Literature Circles. Differentiated instruction for all students in inclusion classrooms. Collaborated with team of 4th/5th grade teachers and other school staff. Cultivated close communication with families via phone, email, meetings, website, and weekly bulletins.

Teaching Assistant, College of Education, University of Washington 2001-2003
Basic Educational Statistics (Ed Psych 490).

OTHER EXPERIENCE

Washington Research Institute, Seattle, WA 2003-2004
Performed testing and data collection for Sound Partners

City of Seattle, Legislative Department, Legislative Analyst 1996-1998
Member of central policy staff serving all Councilmembers. Performed analyses of controversial policy issues in demanding environment. Specialized in finance, utility and public safety issues. Worked

closely with Councilmembers, Executive and department staffs and wide variety of external stakeholders. Made oral and written presentations to small audiences and also in public settings.

Budget and Finance

Lehman Brothers, Associate, Public Finance, New York & Seattle **1992-1995**

Structured, marketed and executed financings for issuers of tax-exempt debt. Worked with public sector, corporate and non-profit issuers of infrastructure, utility, healthcare and education financings. Debt capacity modeling, credit profile analyses and optimized financing structures. Written and oral presentations in responses to Requests for Proposals. Supervised and trained junior professional and clerical staff.

Clinton for President, Budget Manager, New York **1992**

Managed budget for campaign's Democratic National Convention operation. Learned policies and practices of national campaign. Established, managed and shut down satellite operation. Worked with department heads to formulate, administer and account for \$1.5MM budget. Liaison to national campaign operation in Little Rock, AR.

Office of Management and Budget, Senior Analyst, Criminal Justice, New York **1989-1990**

Prepared, monitored and modified the New York Police Dept.'s \$1.6B expense budget. Liaison between NYPD and mayoral budget office. Developed program of productivity initiatives that resulted in increased daily patrol strength. Projected budget impact of collective bargaining negotiations.

The First Boston Corporation, Financial Analyst, Corporate Finance, New York **1986-1988**

Performed financial capacity and structure analyses, wrote marketing materials and provided transaction support for financings. Specialized in structured finance including project and asset finance. Worked with clients in industries including airline, energy and textile.

COMMUNITY

Seattle Young Artists Music Festival: Secretary, Board of Directors

Montlake Elementary PTSA: President, Treasurer, Secretary

Volunteer: Aki Kurose, Bainbridge High, Garfield, Franklin, McGilvra, Meany, Montlake Schools

Lakeside School: Board of Trustees; Alumni Association President

Voyager Montessori: Treasurer, Board of Directors

Montessori Country School: Vice Chair, Steering Committee

Sound Partners Tutor

St. Barnabas Episcopal Church: Vestry Senior Warden

Max Silverman

Associate Director
University of Washington Center for Educational Leadership

9709 3rd Ave NE, Suite 306
Seattle, WA 98115
866-577-8066
silvermx@uw.edu

Career Brief

As an associate director at the University of Washington Center for Educational Leadership, Max Silverman provides leadership for CEL's district partnership work. He joined the Center in 2009, after leading high school reform efforts in the Highline Public Schools (Wash.) for nine years. As a principal and central office leader, he successfully led the transformation to a portfolio of high schools focused on sustainable instructional improvement and personalization. His central office experience was focused on instructional leadership for ten high schools, particularly in the areas of literacy and math.

Professional Experience

- 2009 – present Associate Director, Center for Educational Leadership, University of Washington, Seattle, WA
- 2007 – 2009 Executive Director High Schools, Highline Public Schools, Burien, WA
- 2006 – 2007 Director of High School Improvement, Highline Public Schools, Burien, WA
- 2002 – 2006 Principal, Tyee High School, SeaTac, WA
- 2000 – 2002 Assistant Principal, Tyee High School, SeaTac, WA
- 1997 – 2000 Social Studies Department Chair, Ballard High School, Seattle, WA
- 1994 – 2000 Social Studies Teacher, Seattle Public Schools, Seattle, WA

Education

- B.A., History, University of Wisconsin, Madison, WI
- M.A., History, San Francisco State University, San Francisco, CA
- Professional Teaching Certificate (4-12), University of Washington, Seattle, WA
- Administrative Credential (4-12), Western Washington University, Bellingham, WA

Professional Appointments, Associations, and Memberships

Professional Recognitions

- 2006 Met Life Foundation Community Bridge Builder Award – National Association of Secondary School Principals
- 1997 Aspiring Principal Program – Seattle School District
- 1995 Outstanding Teacher Award – University of Chicago

Volunteer & Other Leadership Experience

- 2005 – 2007 Instructional Leadership Coach, Center for Educational Leadership – Seattle, WA
- 2005 – 2007 Advisory Board Member, Technology Access Foundation – Seattle, WA
- 2006 – 2007 School Redesign Leadership Coach, Coalition of Essential Schools – Oakland, CA

Presentations

- 2013 "The Superintendent as Instructional Leader – Exercising Reciprocal Accountability." Presented at the Washington Association of School Administration, Superintendent Workshop, Chelan, WA.
- 2012 "Applying Research on Central Office Transformation to HR Redesign." Presented at the Council of Great City Schools, Chief Human Resources Officers Meeting, Las Vegas, NV.
- 2011 "Developing the Capacity of Your Central Office Leaders to Support the Improvement of Instructional Leadership District-wide." Presented at the Council of Great City Schools Fall Conference, Boston, MA.
- 2011 "Transforming the Central Office to Support School Improvement." Presented at The Department of Education, Western Region School Improvement Grant Conference, Los Angeles, CA.
- 2011 "District Central Office Transformation for Teaching and Learning Improvement." Presented at the Council of Great City Schools, Chief Human Resources Officers Meeting, Austin, TX.
- 2010 "Developing and Measuring Principals' Ability to Analyze Instruction and Lead for Instructional Improvement." Presented at the Council of Great City Schools Annual Conference, Tampa, FL.
- 2007 "All Students College Ready." Presented at the Center for Educational Leadership High School Institute Series, Seattle, WA.
- 2006 "Transforming Large High Schools into Small, Autonomous, and Equitable Schools." Presented at the Coalition of Essential Schools Fall Forum, Chicago, Ill.
- 2006 "How Can Schools and Districts Collaborate to Ensure Successful Conversions?" Presented at the Coalition of Essential Schools Summer Institute, Denver, CO.
- 2006 "High School Instructional Leadership." Presented at the Center for Educational Leadership Summer Institute, Seattle, WA.
- 2006 "Establishing Effective School-Community Relationships." Presented at the National Association of Secondary School Principals Annual Convention, Reno, NV.
- 2006 "What It Really Means to Lead for Instructional Improvement." Presented at the Education Trust West Biennial Conference, Los Angeles, CA.
- 2005 "If Students Aren't Learning, They Are Not Being Taught Powerfully: Leading for Instructional Improvement." Presented at the Education Trust National Conference, Washington, DC.
- 2005 "Leading for Instructional Improvement – A System-Wide Approach." Presented at the Northwest Regional Labs Annual Conference, San Diego, CA.

Edward Taylor

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Seattle, Washington 98195-2800
Phone: (206) 616-7175
E-mail: edtaylor@u.washington.edu

EDUCATION

Doctor of Philosophy

Educational Leadership and Policy Studies, University of Washington (1994)

Master of Arts

Department of Psychology, Gonzaga University (1983)

Bachelor of Arts

Department of Sociology, Department of Psychology, Gonzaga University (1982)

ACADEMIC APPOINTMENTS

2006 - present: Vice Provost & Dean of Undergraduate Academic Affairs, University of Washington

2012 - present: Professor, College of Education (Educational Leadership & Policy Studies)
University of Washington

2000 - 2012: Associate Professor, College of Education, University of Washington

1995 - 2000: Assistant Professor, College of Education, University of Washington

1994 - 1995: Post Doctoral Assistant to Dean of Undergraduate Education, University of Washington

1990 - 1994: Teaching Assistant, College of Education, University of Washington

PROFESSIONAL SERVICE

Service to University of Washington (selected)

Senate Committee on Planning and Budgeting (2010-2011)

Diversity Minor Advisory Board (2008-present)

Sustainable Academic Business Plan Steering Committee (2010-present)

Activity Based Budgeting Steering Committee (2010-present)

Community Center for Education Results – Project Sponsors Group (2010-present)
2y2d Steering Committee (2010-present)
Intercollegiate Athletics and Admissions Appeals Committee (2009-present)
Presidential Advisory Committee on Enterprise Risk Management (2009-2011)
Activity Based Budgeting Advisory Committee (2009-2010)
UW Marketing Executive Advisory Group (2009-present)
Athletic Director Search Committee (2008)
Advisory Committee on Intercollegiate Athletics (2007-present)
Board of Deans and Chancellors (2006—present; elected chair 2010-2011)
Faculty Council on Teaching and Learning (previously named Faculty Council on
Instructional Quality) – President’s designee (2006-present)
President’s Cabinet (2006-present)
UW Foundation Board (2006-present)
University Budget Committee (2006-2010)

Service to College of Education

Alumni Advisory Board (2009-present) Faculty Council (2003)
Committee on Student Affairs (1995-1999)
Committee on Student Affairs (1992-1993)
Higher Education Search Committee (1996)
Higher Education Search Committee (1997)

Service to Community

Seattle Arts and Lectures Board Member (2010-2013)
Lakeside School Board (2010-present)
Gonzaga University Board of Trustees (2006-Present)
Gonzaga University Board of Regents (1998-2005)
Rainier Scholars (Scholastic preparation program for high achieving children of color)
Board Chair/Founding board member (2000-present)
Seattle International School Steering Committee (Spring, 1999)
Seattle Children’s Home Chair, Board of Trustees (1996-1997)
Member, Board of Trustees (1992-1997)
Rainier Vista Boys and Girls Club President, Board of Directors (1994-1995) Member,
Board of Directors (1992-1994)

BOB KIMBALL

AREAS OF EXPERTISE

LAW, MANAGEMENT & OPERATIONS

- Team Building & Leadership
- Negotiations/Transactions
- IP, Technology, SaaS
- SEC/Public Company
- Worldwide Operations
- M&A/Business Development
- Litigation
- Gov't Affairs

INDUSTRY

- Cloud Services/SaaS
- Software & Services
- Digital Games, Music & Video
- Massive Scale Digital Delivery

PROFESSIONAL EXPERIENCE

AMAZON, INC., SEATTLE, WA

APRIL 2013- PRESENT

VICE PRESIDENT & ASSOC. GENERAL COUNSEL

Currently serving as general counsel for Amazon Web Services ("AWS"). AWS is Amazon's industry leading cloud services business. This role also includes responsibility for all legal and regulatory issues relating to AWS, including software licensing, hardware design & acquisition, sales, marketing, data center construction & operations, telecommunications and technology services.

APPTIO, INC., BELLEVUE, WA

2012- 2013

EVP, OPERATIONS & CORPORATE DEVELOPMENT

Apptio is an enterprise SaaS company that provides the leading solution for companies to manage the cost, quality and value of their information technology.

Responsible for all core company operations, including Legal, Finance, Corporate & Business Development, HR & IT.

LIKEWISE SOFTWARE, INC., BELLEVUE, WA

CONSULTING 2011-12

STRATEGIC M&A ADVISOR

Provided M&A consulting services to prepare, package and sell the company. Ran and managed the sale process and successfully sold the business to EMC for a significant revenue multiple. Pre-sale clean-up work included resolving patent issues and renegotiation of key contracts to pave the way for sale.

REALNETWORKS, INC., SEATTLE, WA

1999 - 2011

RealNetworks is a diversified global provider of digital media software, services and content operating throughout 20 countries. RealNetworks serves over 90 carriers worldwide with a variety of cloud-based services including digital music, games, video & messaging services and is a leading provider of digital media technology, services, mobile messaging, music and games with over 40 million mobile subscribers using its services.

PRESIDENT & CEO. 2010-2011

-
- GENERAL COUNSEL, EVP, LEGAL & BUSINESS AFFAIRS, CORP. SECRETARY. 2009-2010
 - GENERAL COUNSEL, SVP, LEGAL & BUSINESS AFFAIRS, CORP. SECRETARY. 2005-2009
 - GENERAL COUNSEL, VICE PRESIDENT OF LEGAL & BUSINESS AFFAIRS & CORP. SECRETARY. 2003-2005
 - VICE PRESIDENT, LEGAL & BUSINESS AFFAIRS. 2001-2003
 - ASSOCIATE GENERAL COUNSEL. 1999-2001

ACHIEVEMENTS:

- Restructured RealNetworks to focus on profitable businesses & develop product pipeline
 - Set tone for cultural change at RealNetworks
 - Provided calm and trusted leadership in extremely challenging environment
 - Reduced workforce from approximately 1800 to 1300 employees
 - Focused business on SaaS model for digital commerce: music, games, video & messaging
 - Generated over \$70M of annualized OPEX savings
- Exceeded 2010 EBITDA and OPEX targets by 250% and 100%, respectively
 - Savings enabled significant new investment in future products
 - Generated positive EBITDA in all core businesses
- Established new emphasis on execution excellence and customer satisfaction
 - Won CNET Consumer Electronics Show "Best-in-Show" award
 - Launched new converged SaaS media service & platform for mobile carriers
 - Launched Media Entertainment Platform for mobile carriers & digital content owners
- Built world-class Legal Department that consistently delivered outstanding results in business, litigation, strategy and M&A
 - Developed global legal operations and legal team that established close and trusted relationships with business clients
 - Directed the evolution of legal/licensing/corporate development functions to support large scale growth and complexity of multi-divisional, global business
 - Built team of outstanding legal professionals with long-standing tenure
 - Established efficient contract processes and procedures that maximized automation and repeatability for scale, including creation of on-line tools and databases for self-service
 - Partnered closely with the business to create optimal business models relating to SaaS offerings, technology licensing and digital music, games & video services
 - Managed major label relations and all rights issues, licensing operations & royalty reporting for massive digital music library
 - Provided leadership to the corporate Disclosure Committee and ensured regulatory compliance across all worldwide operations in over 20 countries
 - Worked with CFO to develop efficient tax and corporate structures
- Global Media & Technology Licensing:
 - Created and managed licensing programs for SaaS, software, digital music, games, video & sports, including subscription, à la carte, ad-supported & hardware bundle distribution models. Licensors/licensees included:
 - Universal • Warner • Sony • Big Brother
 - Viacom • EMI • NASCAR • Weather Channel
 - PGA • BBC • UEFA • Major League Baseball
 - Developed cloud-based music service licensing model with all major label content, including creating in-house music publishing licensing operation to supplement Harry Fox license
 - Licensed content worldwide to support white label media services for major carriers, including Verizon, Vodafone, SK Telekom & Sprint

- Led industry-wide licensing efforts and lobbying in Congress for compulsory music licenses
- Real’s chief negotiator and deal leader/strategist on major transactions, including:
 - IBM
 - Microsoft
 - Sony
 - Viacom
 - Google
 - Vodafone
 - SK Telecom
 - Motorola
 - Verizon
 - Samsung
 - Universal Music
 - AOL
 - Deutsch Telekom
 - Yahoo
 - Nokia
 - AT&T
- Managed Real’s corporate development function since 2004. Completed numerous M&A transactions ranging from \$5M to over \$350M, including cash, stock and earnout transactions of both private and public companies. Led the M&A lifecycle including prospecting, analysis, valuation, negotiation, contract creation and post merger integration. Deal countries included:
 - Austria
 - Brazil
 - Canada
 - Denmark
 - Finland
 - Japan
 - Netherlands
 - South Korea
- Led successful creation and execution of RealNetworks’ antitrust strategy, including negotiating a global settlement with Microsoft generating over \$700 million profit
- Led RealNetworks’ successful defense of multiple patent cases and other commercial and regulatory disputes, including copyright, trade secrets, privacy, insurance coverage & contracts.
- Executed a variety of capital structure transactions including stock split, share buybacks and option exchange programs. Raised \$100 million through a zero-coupon convertible bond
- Created a \$460M joint venture with Viacom for online distribution of music based upon RealNetworks’ Rhapsody service
- Partnered with CFO to create Sarbanes-Oxley compliant organization

OTHER REALNETWORKS’ ROLES: Prior to his appointment as RealNetworks’ CEO, Bob’s management responsibilities included: Corporate Development, Business Affairs, Legal, Government Affairs, Stock Plan Administration, and Corporate Secretary. Mr. Kimball also served in leadership roles on Real’s Disclosure and 401(k) Committees.

IBM CORP., CHICAGO, IL

1994-1999

SENIOR ATTORNEY & MANAGER OF BUSINESS RELATIONS.

Managed and lead a team of approximately 15 attorneys and business professionals responsible for creating and negotiating complex, multi-hundred million dollar network outsourcing and services agreements as part of IBM’s Global Network business. Other IBM roles included Attorney, Staff Attorney & Senior Attorney.

SIDLEY & AUSTIN, CHICAGO, IL

1990-1994

ATTORNEY – General commercial litigation.

UNITED STATES COURT OF APPEALS, LOS ANGELES, CA

1989-1990

LAW CLERK to the Honorable Arthur L. Alarcon, United States Court of Appeals for the Ninth Circuit.

BOARDS OF DIRECTORS

Served on the following Boards or Advisory Boards:

- RealNetworks, Inc.
 - Rhapsody International
 - Likewise Software, Inc.
 - Varia, Inc.
 - European Committee for Interoperable Systems (ECIS)
 - Digital Media Assoc. (DiMA)
 - Software and Information Industry Association (SIIA) (Software Division)
-

PUBLIC SPEAKING

Significant public speaking experience, including product demonstrations, investor & analyst conference presentations, newspaper/magazine/radio/TV interviews, government lobbying, industry panels, law schools & a variety of courtroom, arbitration and dispute resolution situations.

Congressional Testimony: testified before both the United States Senate Judiciary Committee and the United States House of Representatives Commerce Committee regarding issues affecting the music industry. Also prepared others to testify before Congress regarding industry issues.

EDUCATION

UNIVERSITY OF MICHIGAN - ANN ARBOR, MI

Bachelor of Arts in Economics, with Distinction, 1985. Class Honors 1984-85. Regents-Alumni Scholar. Michigan Competitive Scholarship. Played varsity football for Coach Bo Schembechler.

UNIVERSITY OF MICHIGAN LAW SCHOOL - ANN ARBOR, MI

Juris Doctor, *magna cum laude*, 1989. Order of the Coif. Associate Editor, *Michigan Law Review*.

Sarah Smith, Rainier Scholars Executive Director

Currently serving as the Executive Director of one of the Puget Sound region's most successful educational nonprofit programs, Sarah began her career in education as a high school History and English teacher. Working in several Coalition of Essential School (CES) Schools, Sarah has been a leader in innovative school reform movements throughout her career. Working in both Seattle and California Schools over the course of her teaching career, Sarah won both a Seattle School District Excellence in Teaching Award and a Golden Apple Award for Teaching Excellence throughout the 1990's.

For the past 13 years, Sarah has been a founding staff member and now executive leader of Rainier Scholars, an educational nonprofit which serves low-income students of color in the greater Seattle region who will be the first in their family to graduate from college. Using an academic and wrap-around holistic support model, Rainier Scholars has worked with over 800 students to ensure their early preparation and ongoing success on the college prep pathway. Rainier Scholars boasts a 90%+ college graduation rate for its students who begin the program in 6th grade. Sarah manages an annual budget of 3M+ and a staff of 55 employees.

Sarah has served on the boards of Powerful Schools, The Exeter Association of Washington and Strategic Education Centers; a Seattle based nonprofit which facilitates HIV/Aids education and job training programs in Swaziland and South Africa.

She holds a Bachelor of Arts degree with distinction in History from the University of Virginia and a Master's degree in Education with a Certificate in Teaching from Stanford University.

Lynn M. Engel

Lynn has been a litigator for almost 20 years. She started in the Seattle office of Heller Erhman White & McAuliffe office and was a founding member of Summit Law Group, PLLC where she practiced for over 16 years. Recently, Lynn began a litigation consulting business, Eclipse Law Group, PLLC.

Lynn's practice focuses primarily on complex commercial litigation. She has extensive litigation experience in contract and intellectual property issues, including trade secrets, software licensing agreements, non-competes, trademarks, copyrights, and patents. In addition, Lynn has substantial experience in antitrust matters and consumer protection issues. She has assisted clients in responding to state and federal investigations, including those conducted by the Department of Justice, the Federal Trade Commission, the Securities and Exchange Commission, the Washington State Attorney General, and the Oregon State Attorney General. Lynn litigates in state and federal courts throughout the country, as well as before arbitration panels. She has managed numerous multi-firm, complex commercial litigation cases and is very familiar with issues related to electronic discovery.

Honors:

Named in "*The Best Lawyers in America*" (Commercial Litigation), 2010–2013

Named a "Top Lawyer" by *Seattle Business* magazine, 2011–2013

"High Peer Review Rating" by Martindale-Hubbell (2008–2013)

“Litigation 2011 Top Lawyer” by The American Lawyer & Corporate Counsel

“Top 10% of America’s Most Honored Professionals” (2011–2012)

Representative Cases:

- *Microsoft Corp. v. Motorola, Inc.*: Counsel for defendant in patent matter
- *Graham-Bingham Trust v. John Hancock Life Insurance Co.*: Counsel for defendant in contract breach and securities matter
- *FTC v. Willms et al.*: Counsel for defendant in claims regarding FTC Act
- *The Motley Fool v. Maveron*: Counsel for plaintiff in securities case
- *Houston et. al. v. Ferguson et al.*: Counsel for defendant in copyright matter
- *RealNetworks Inc. v. VeriSign*: Counsel for plaintiff in a multi-million dollar arbitration proceeding
- *RealNetworks Inc. v. Microsoft Corp.*: Counsel for plaintiff in antitrust action—\$760 million settlement
- *AMI v. The Boeing Company*: Counsel for defendant in breach of contract case involving software development—dismissed in favor of defendant
- *Superior Technical Resources v. The Boeing Company*: Counsel for defendant in breach of contract case—successfully mediated settlement
- *Cincom Systems, Inc. v. The Boeing Company, et al.*: Counsel for defendant in a case alleging claims for copyright infringement and breach of software licensing agreement—settlement achieved
- *RealNetworks Inc. v. MLB Advanced Media*: Counsel for plaintiff in breach of contract case—successfully settled

- *Alakayak v. All Alaskan Seafoods*: Counsel for largest seafood processor defendant in \$1.2 billion antitrust class action—obtained unanimous jury verdict for defendant after four-month trial
- *Caldera Inc. v. Microsoft Corp.*: Counsel for plaintiff in billion-dollar antitrust action—negotiated multi-hundred-million-dollar settlement
- *United States v. Trident Seafoods Corp.*: Counsel for defendant in Clean Air Act enforcement case—obtained jury verdict for defendant at trial

Education:

University of Chicago Law School (J.D., 1991), Managing Editor, *University of Chicago Legal Forum*

Oberlin College (B.A., 1987)

HONG-NHI T. DO

PROFESSIONAL EXPERIENCE

Brooklyn Prospect Charter School, Brooklyn, NY | 2013 – Present

Middle School Reading Intervention Teacher

- Design and implement reading intervention curriculum for students reading below grade level. Average student growth of 1.3 years in 5 months.
- Set school-wide literacy vision and goals with Principal and Student Support Services Department Head.
- Partner with 6th, 7th and 8th English Language Arts content teachers and learning specialists to differentiate reading and writing instruction to meet the learning needs of all students in the general and ICT classroom settings.
- Advisor and school liaison to twelve 7th grade students and their families. Create individualize academic, social and emotional support plans through Response to Intervention. Advisory has highest grade point average in 7th grade.
- Organize and lead 7th grade weekly assemblies and middle school monthly assemblies with Head of School Culture.

Explore Charter School, Brooklyn, NY | 2012 – 2013

First Grade Co-teacher

- Closely collaborated with co-teacher to create safe and nurturing student-centered classroom environment for 31 first grade students. Planned, implemented and reinforced high expectations for behavior and academic rigor.
- Led first grade team in differentiating reading, writing, math, social studies and science curriculums to meet learning needs of all students.
- Students' Interim reading and math data were highest year-round in Explore Schools network. 100% of students read on or above grade by end of school year.

Teach For America, New York City Department of Education | 2010 – 2012

12:1:1 Head Teacher, P.S. 1 Alfred E. Smith, Chinatown, Manhattan, NY (District 2)

12:1 Head Teacher, P.S. 385 Performance School, South Bronx, NY (District 7)

- Created academically and emotionally responsive classrooms for students with Individualized Education Plans (IEPs). Students' classifications included: Speech Impairment, Hearing Impairment, Emotional Disturbance, Other Health Impairment (ADD/ADHD) and Oppositional Defiance Disorder (ODD). Students averaged 1.7 years of reading growth in one school year.
- Led students' IEP annuals and reassessment meetings. Wrote Functional Behavior Assessments and Behavior Intervention Plans. Kept caseload in compliance with New York State and IDEA laws.
- Collaborated with service providers (OT, PT, Speech, Hearing, Counseling) to set and meet student learning goals.
- Trained and mentored 8 para-educators in student behavior and management.
- Communicated daily with families, social workers, youth officers and community members.

Office of the King County Executive Ron Sims, Seattle, WA | Summer 2007, 2008, 2009

Executive Leadership Intern

- Organized 9 public hearings, managed over 2,000 community comments and cooperated with 21 commission members to review and ratify King County Charter in 2007 under Charter Review Director.
- Drafted "Education" and "Justice System" chapters for 2008 King County's Equity & Social Justice report.
- Wrote speeches and proclamations for Executive under Communications Director.
- Worked with Community Relations Manager to coordinate 100 volunteers for Seattle SeaFair's 2008 and 2009 Pista sa Nasyon festival.

EDUCATION

Bank Street College of Education (New York, NY) | 2010 – 2014

Master of Science, Education

Dual Certification in Grades 1-6 General and Special Education

Whitman College (Walla Walla, WA) | 2006 – 2010

Bachelor of Arts, Rhetoric & Film Studies, Minor: Race & Ethnic Studies

Claire B. Sherwood Scholar for Leadership – 4-year full scholarship

Women's Lacrosse Captain

Elected Class Senator

AWARDS, AFFILIATIONS & VOLUNTEER EXPERIENCE

- 2013 Teach For America – New York City Alumni Spotlight
- 2011 & 2012 Teach For America – New York City Regional Guide Spotlight
- Week of April 7, 2011 Teach For America – New York City Corps Member Spotlight
- Educators for Excellence: Teachers Talk Back Spotlight
- 2010 Teach For America – New York Institute “Relentless Pursuit of Results” Award
- Trip Leader and Facilitator, Passages Northwest, YMCA Y.U. Learn
- 2006 Washington State Youth Speaker of the House
- 2005 & 2006 Academic All-American: Girls Lacrosse
- Founding Youth Umpire, Washington Women's Lacrosse Umpire Association
- 2005 Metrocenter YMCA Volunteer of the Year
- 2003 & 2004 YMCA Greater Seattle Helping Heart Award

Attachment 9
Evidence of Community Support

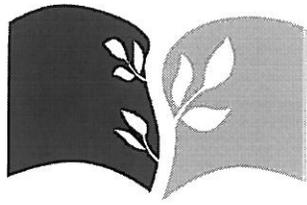
Purpose

This attachment is designed to show evidence of community support.

Evidence to Follow:

1. Photos from Community Events
2. Letters of Support
3. Sample Flyer from Community Meeting
4. Example Agendas from Community Meetings
5. Sample Signatures of Support
6. Example Sign-in Sheets from Community Meetings

<p style="text-align: center;">Burien Library Interest Session (10/26)</p>	<p style="text-align: center;">SeaTac Library Session (10/10)</p>
	
<p style="text-align: center;">Equity Summit at Highline Community College (11/8 and 11/9/2013)</p>	<p style="text-align: center;">Greenbridge Meeting (11/14/2013)</p>
	



WASHINGTON STATE
CHARTER SCHOOL
COMMISSION

July 7, 2014

Ms. Nadya Chinoy Dabby
Assistant Deputy Secretary
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

Dear Deputy Secretary,

It is with great enthusiasm that we submit this letter of support on behalf of Rainier Prep Public Charter School, an applicant for the Charter School Non-SEA Federal Startup, Planning and Implementation Grant 84.282B. As the Executive Director of the Washington State Charter School Commission, I have been consistently impressed with the work of Rainier Prep's leadership team and governing board. I was able to thoroughly read their charter school proposal, attend their community forum, and work closely with them during contract negotiations with the Commission. As one of the first approved and contracted charter schools in Washington State, we look forward to working with Rainier Prep as their authorizer.

Washington State voters approved public charter school legislation in November 2012. Rainier Prep was unanimously approved by the Washington State Charter School Commission on January 30, 2014, certified by Washington State on February 5, 2014, and signed their contract with the Commission as its authorizer in April 2014. Since the charter school sector is brand new to Washington, this federal funding, if granted, will have a significant impact. It is in essence a "game changer" for Rainier Prep.

If Rainier Prep is awarded this federal grant, I am confident that it would have a tremendous long term impact on not only the community they will serve, but the emerging charter school sector here as well. It is without hesitation, that I recommend Rainier Prep's application for the Charter School Program Non-SEA Planning, Startup and Implementation Grant. Please feel free to contact me with questions.

If you have any additional questions regarding Rainier Prep, please contact me directly

Sincerely,

A handwritten signature in dark ink, appearing to read "Joshua Halsey".

Joshua Halsey
Executive Director
Washington State Charter School Commission



RAINIER SCHOLARS

July 7, 2014

Dear CSP Federal Grant Review Committee:

I am writing to offer my most sincere and enthusiastic support for the Rainier Prep charter school CSP grant application to open in the fall of 2015. I believe that the combination of its visionary leadership, inspired mission, thoughtful, detailed and innovative educational plan, and strong partnership formations place Rainier Prep in a position to achieve remarkable results for some of this region's most traditionally under-served students. Rainier Prep seeks to ensure strong college readiness and leadership preparation for the students of the Highline/South King County region, goals which, when achieved, have the potential to transform not only individual lives but also the framework of a community.

Rainier Prep has exceptional leadership in the form of its founding principal, Maggie O' Sullivan. As both a classroom teacher and principal/school leader over the past 18 years, Maggie has a proven track record with achieving measureable results in working with all students, but especially with low-income, ELL and other special needs populations. From the moment we first engaged in conversation about her vision and the possibilities of a charter school, it was clear that Rainier Prep and Rainier Scholars shared a mutual commitment to serving those students with the greatest number of barriers to achieving college readiness on their own, and to narrowing the achievement gap which so perniciously forms along both socioeconomic and class lines.

Rainier Prep and Rainier Scholars also share a common service area, as we have expanded our services in recent years into both the Highline and Renton School Districts. Over the past two years, over 300 students from Highline Schools have applied to Rainier Scholars, and in this year alone, over 25% of our current cohort comes from Highline; thus, there is a natural partnership in desiring to serve more and more of these families who are eagerly seeking access to high-quality, rigorous, college prep educational opportunities.

As an organization, Rainier Scholars has committed its full support and sharing of critical resources to ensure the success of Rainier Prep, believing that much of what we have honed in our successful model over the past 13 years lends itself to the Rainier Prep model as well. This includes but is not limited to: curriculum planning and instructional design models, establishment of school culture frameworks, family engagement and partnership building strategies and best practices in fundraising, governance and sustainable growth. We are deeply committed to the success of Rainier Prep, as we have repeatedly seen the desire from parents and students in this region to have access to a challenging college prep curriculum which will prepare their student for college, career and a life of engaged citizenry.

I urge you to give the Rainier Prep CSP grant application your fullest consideration, as I truly believe all of the elements necessary to ensure phenomenal success for its students are in place in the Rainier Prep plan. It is so critically important that our first charter schools be places in which the students so often overlooked in our traditional system be provided an opportunity to flourish and succeed. Rainier Prep will be such a place, and will ideally serve as a model for other schools to follow in their formation. If I can be of any further assistance, please do not hesitate to contact me at sarahsmith@rainierscholars.org.

Sincerely,

Sarah Smith

Executive Director

Rainier Scholars



15675 Ambaum Boulevard Southwest
Burien, Washington 98166
highlineschools.org
206.433.0111

BOARD OF DIRECTORS: Angelica Alvarez • Tyrone Curry Sr.
Bernie Dorsey • Susan Goding • Michael D. Spear
SUPERINTENDENT: Susan Enfield, Ed.D.

November 18, 2013

Mr. Steve Sundquist
Washington State Charter Commission Chair
c/o Office of the Governor
P.O. Box 40002
Olympia, WA 98504-0002

Dear Washington State Charter Commission:

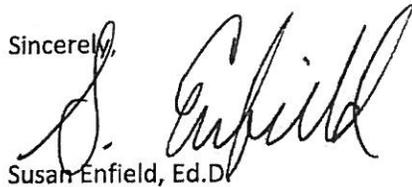
I am writing to offer my enthusiastic support for the Rainier Prep charter school application. If approved, this charter school would open in the Highline School District in the fall of 2015. As superintendent of Highline Public Schools, I am confident in the school's leadership and inspired by their vision for creation of a school in which ALL students will be prepared for college, career, and citizenship which is core to our district promise. The goals and intent of Rainier Prep align well with our bold and ambitious Strategic Plan and I heartily endorse their application.

At its core, Rainier Prep seeks to serve those students who traditionally have been least successful within our public school system: low income, ELL, and special education students for whom a different, more personalized educational approach is necessary to ensure academic and holistic success. Rainier Prep's philosophy is rooted in offering a rigorous, college prep curriculum to all of its students while also offering the necessary deeply personalized support to assist students and families in meeting its ambitious goals. The school leadership team has based its educational plan on best practices from high-performing charters and educational programs around the country, as well as from insights and expertise gained from a combined 35+ years of work in some of this region's most challenging public school environments. Rainier Prep is poised and ready to be a flagship model showcasing the potential for charter schools in the state of Washington, and to address the persistent achievement and opportunity gaps while doing so.

Highline Public Schools is likewise deeply committed to ensuring the academic and holistic success of all our students regardless of background or family circumstance. Our Strategic Plan is rooted in four pillars: Equitable Access, Results Focused, Strong Partnerships, and Cultural Responsiveness. To reach our goals we are seeking partnerships with organizations and programs, like Rainier Prep, who share a commitment to these pillars. While there are many logistical details to be worked out, I am confident that the Rainier Prep charter school would benefit the Highline community.

Rainier Prep and Highline Public Schools share a commitment to work toward equity and opportunity for all of the young people served in our district. We mutually believe in a strong education as the foundation for success in life and an ability to be a thriving member of one's community. I encourage you to give Rainier Prep's charter school application your fullest consideration, as I believe their ability to deliver on their stated mission, goals, and benchmarks is as strong as any application you will find in this round.

Sincerely,

A handwritten signature in black ink, appearing to read "S. Enfield". The signature is fluid and cursive, with a large initial "S" and a long, sweeping underline.

Susan Enfield, Ed.D.
Superintendent

November 20, 2013

State of Washington Charter School Commission
Governor's Policy Office
PO Box 43113
Olympia, WA 98504-3113

Dear Commissioners:

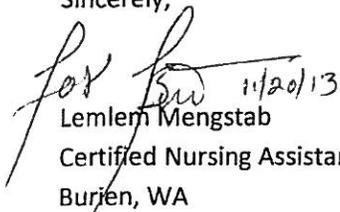
I am writing in strong support of Rainier Prep's application to become a charter school. I believe that Rainier Prep has the right mission and educational expertise to make a great public middle school. We know that middle school can be a tough time for kids and this will give families in Highline a new option.

As the mother of two school aged children in Highline Schools, I am excited by the plans which the leaders of Rainier Prep have shared with me regarding this charter school. Our family moved to this country for the chance at a better education and while my kids have had many wonderful teachers along the way, we do hope for a school whose one main goal is to make sure my children are prepared for college. I would hope that my children and others in our area could have an opportunity to make the most of life through education, and a school like Rainier Prep could help make this a reality.

I want to support more public school options for families in this area. I believe that kids need challenge and structure in order to reach their goals. Both of my kids need help with organization, creating a vision for the long-term and an environment which will push them towards college no matter what. Rainier Prep will provide our community with an excellent college prep alternative.

Thank you for your consideration.

Sincerely,

 11/20/13
Lemlem Mengstab

Certified Nursing Assistant (CAN)
Burien, WA

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

July 8, 2014

U.S. Department of Education: Office of Innovation and Improvement
400 Maryland Ave SW
Washington, DC 20202

Sir or Madam,

It is with great pleasure that we submit this letter of support as a signal of our strong belief in Rainier Prep's application for the Charter School Non-SEA Federal Startup, Planning and Implementation grant. As the Executive Director of Teach For America Washington, I have had the privilege to watch as Rainier Prep has developed its charter school from incorporation as a non-profit, to securing a charter with the Washington State Charter School Commission. Teach For America Washington staff eagerly participated as supporters during the application cycle in late 2013. We were most impressed with the high level of community support that Rainier Prep has cultivated to date and the rigor of their instructional plans.

We are working with Rainier Prep to develop a pipeline of talented teachers for the school. Our coordinator of Alumni Affairs Angela Burgess has worked actively to assist O'Sullivan in connecting with top talent. We have over 500 alumni in the greater Seattle area and an annual demand for more than 100 corps members in Washington State. Our programs and demand here in Washington State continue to grow and we are optimistic about our future as an organization and that of the children and families of Washington that we, alongside Rainier Prep, will serve.

In addition, we were thrilled to hear about the hiring of the second employee Hong Nhi Do, a New York City Corps member from 2010. We are confident that through this partnership, we will see more excellent educators move and/ or return to Washington State.

The support of this federal grant would have a positive and lasting impact on our South King County community and on the emerging Washington State Charter Movement. I passionately support this application and I urge you to strongly consider the Rainier Prep application for the Charter School Program Non-Sea Planning, Startup and Implementation Grant. This is truly an opportunity for the Office of Innovation and Improvement to make history.

I am here to answer any additional questions you may have. I am confident that with support like yours, Rainier Prep will have the ability to execute strong lasting results for the students in Washington State.

Sincerely,



Lindsay Hill
Executive Director
Teach For America (Washington State)



AN AMERICORPS PROGRAM

STATE REPRESENTATIVE
37th LEGISLATIVE DISTRICT
ERIC PETTIGREW
MAJORITY CAUCUS CHAIR

State of
Washington
House of
Representatives



AGRICULTURE & NATURAL
RESOURCES
APPROPRIATIONS
APPROPRIATIONS SUBCOMMITTEE
ON EDUCATION
PUBLIC SAFETY
RULES

November 8, 2013

To the Washington State Charter Commission:

I am writing to personally support Rainier Prep's application to open a 5th-8th grade charter school serving the students of South King County.

I have met with Rainier Prep founder Maggie O'Sullivan and find her vision, beliefs, and model to be both inspiring and compelling. Rainier Prep's model is built on the best practices of high performing charter schools from across the country – practices that have helped students with significant special education and ELL populations to thrive and make remarkable progress. It is also grounded in the needs of the South King County community and values the voices of its families and community leaders.

As a Washington state legislator, I advocated for public charter schools because I believe our most under-represented students and families deserve access to schools that will create the conditions necessary for their success. Rainier Prep is the kind of school that I fought for: a school that champions all students' rights to a world class education, a school that believes in all students' abilities and right to flourish in today's education system and economy, and a school that inspires its families and community to partner in its success.

Rainier Prep's commitment to the kids of South King County is not just to prepare them for college but to persist through college. Our state currently has a surplus of high-wage, high-tech jobs that it cannot fill with local graduates. Rainier Prep is part of the solution for helping our most underserved students reach their dreams and helping our new economy find and keep local talent here in Washington. Thank you for your attention and consideration of this charter application.

Sincerely,

A handwritten signature in black ink that reads "Eric Pettigrew".

Representative Eric Pettigrew

37th Legislative District

LEGISLATIVE OFFICE: 434-B JOHN L. O'BRIEN BUILDING • PO BOX 40600, OLYMPIA, WA 98504-0600 • 360-786-7838
E-MAIL: Eric.Pettigrew@leg.wa.gov
TOLL-FREE LEGISLATIVE HOTLINE: 1-800-562-6000 • TDD: 1-800-635-9993 • www.leg.wa.gov

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PR/Award # U282B140026

Page e102



November 7, 2013

Washington State Charter Commission
Insurance Building, Suite 100 Q
302 14th Ave. SW

To the Washington State Charter Commission:

On behalf of the League of Education Voters, I am writing to support the application and establishment of Rainier Prep in South King County to serve grades 5-8. I admire Rainier Prep's mission, educational model, commitment to serving all students, and eagerness to work side-by-side with community and parent leaders to create a remarkable school.

As the CEO of LEV, I know the importance of providing young people with a strong academic foundation, positive adult role models, engaging co-curricular activities, a positive and rigorous school culture, and access to a broad range of physical and mental health interventions. Our students in Washington deserve nothing less. Rainier Prep's model, which champions this broad-based approach to learning, is based on best practice charter models from across the country and includes significant family engagement among its array of expectations for enrolled students.

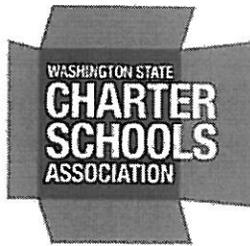
Because of the promise and proven practices of Rainier Prep's model, and the urgency of providing students and families in South King County with access to high quality educational models, I am enthusiastic about opening this school and its deep potential to improve the lives of thousands of future students. I thus respectfully and strongly encourage you to grant a Charter to Rainier Prep.

Thank you for your time and consideration of my request.

Sincerely,

A handwritten signature in black ink, appearing to read "Chris Korsmo".

Chris Korsmo
CEO
League of Education Voters



July 7, 2014

For the Charter School Program Grant Review Committee:

On behalf of the Washington State Charter Schools Association (WA Charters), I am writing to endorse and provide full support for Rainier Prep Public Charter School and Maggie O'Sullivan's leadership in their application for the Charter Schools Program (CSP) Non-State Educational Agency (non-SEA) Grant. WA Charters has been honored to work with Rainier Prep in the development of a 5-8 public charter school in South King County, Washington for the past year as part of our Leadership Center's school leadership program.

WA Charters is a statewide nonprofit organization that supports the start-up of high-quality public charter schools with a focus on serving academically and economically disadvantaged communities. WA Charters focuses on four key areas of support: community and family engagement, leadership development, membership services, and policy and advocacy.

Maggie O'Sullivan is one of just five Fellows from across the state selected to participate in WA Charters' year-long school leadership fellowship. This fellowship's support includes weekly seminars taught by local and national public education experts, trips and research to study charter school best practices, residencies at proven leading public charter schools, personalized coaching, and ongoing support and outreach with local and national partner organizations.

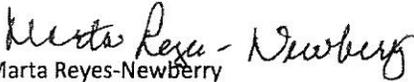
As a Senior Fellow, Maggie has received support for best practices in charter instructional leadership, operations, data and assessment systems, board governance, human capital management, community engagement, serving students with disabilities and English Language Learners (ELLs), facilities, and budget and finance. We are confident in Maggie's abilities and are committed to continuing to work with Rainier Prep and its board.

Beyond completion of the fellowship, WA Charters will continue to support Rainier Prep in its start-up and implementation. WA Charters is deeply invested in the success of Rainier Prep, and through membership services and the Leadership Center will continue to provide technical expertise to Maggie O'Sullivan and the Rainier Prep board, providing monthly professional development seminars on charter start-up and instructional leadership.

Because Rainier Prep is one of the first charter schools to open in Washington State, and because our charter sector and start-up funding is still quite nascent, the CSP grant funds are critical for a successful launch of the WA charter school sector. Rainier Prep is particularly well-positioned to be a model of innovation and excellence. The award of the CSP non-SEA Grant has the potential to propel the charter movement forward with utmost quality in Washington State.

I highly recommend Rainier Prep as a well-deserving candidate of the CSP non-SEA Grant funding.

Sincerely,


Marta Reyes-Newberry

CEO

Washington State Charter Schools Association



July 1, 2014

Dear Reviewers,

Seneca Family of Agencies is pleased to support Rainier Prep's federal Charter School Program Grant. Seneca has had the privilege of working with Rainier Prep over the last year as they have worked to define their approach to supporting the comprehensive education and mental health needs of their students. Based on our experience partnering with Rainier Prep, we believe that they are well prepared to achieve the goals of the CSP grant. Based on the content of our partnership, our particular experience most strongly evidences Rainier Prep's commitment and preparedness to increase student achievement and high school graduation rates for vulnerable students including those with disabilities and to provide individualized and culturally responsive services that successfully engage a diverse population.

Seneca Family of Agencies is a large nonprofit provider of educational, mental health, child welfare, and juvenile probation services. Seneca works with more than 60 district and charter public schools to provide direct services, trainings, and consultation aimed at promoting the achievement of all students, particularly those faced with significant challenges. This past year, Seneca was awarded a federal Investing in Innovation Grant from the Department of Education to partner with district and charter schools in implementing and evaluating Seneca's multi-tiered, trauma-informed model that integrates Special Education, mental health, and school climate interventions to promote inclusive and supportive school settings.

With the advent of charter schools in Washington State, Seneca has enjoyed the opportunity to partner with the developing charter schools to devise comprehensive systems to promote the academic and social-emotional needs of students within inclusive and welcoming school settings. Specific services provided to Rainier Prep have included:

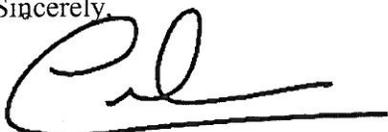
- Support and guidance in crafting strategies included within the charter school application for serving special populations in inclusive school settings;
- Collaboration in identifying and accessing diverse, sustainable funding streams as well as building community partnerships in order to offer comprehensive services within the school setting;
- Training for school leaders and select staff on requirements and best practices in special education, school climate, and mental health services including Multitiered Systems of Support and coordination of service processes

Rainier Prep's proposed education program model strives to ensure that *all* students will experience a high-quality education within a school community that is attuned and responsive to the crucial developmental stages encompassed within the middle school years. The use of daily

Advisory time to build close relationships with a steady adult and a small group of peers, as well as emphasis on Leadership Skills and the use of restorative practices will ensure that students' academic, social and emotional development will be strongly supported throughout the year. For those students in need of additional support, Rainier Prep offers not only additional academic interventions and extended learning opportunities, but also positive behavioral supports and an onsite social worker to connect students with appropriate mental health services, ensuring that students' holistic needs are met so that they can succeed in the classroom. Rainier Prep's dedication to implementing these supports within a data-driven referral and progress monitoring system will ensure that students' needs are identified early and responded to swiftly.

Based on our experience of partnership with Rainier Prep, we believe they are well positioned to offer an educational experience that meaningfully engages all students and promotes their achievement, including those who have historically faced significant barriers to success in traditional school settings. We offer our strong support of Rainier Prep's proposal. Should the reviewers be interested, we would be happy to discuss our experience with Rainier Prep further and can be reached at (206) 418-8778 or lihi_rosenthal@senecacenter.org.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lihi Rosenthal', with a long horizontal flourish extending to the right.

Lihi Rosenthal
Executive Director of Education
Seneca Family of Agencies
210 South Hudson St, Suite 301
Seattle, WA 98108



November 6, 2013

To the Washington State Charter School Commission:

On behalf of Committee for Children, I'm writing in support of Maggie O'Sullivan's application to open the Rainier Prep 5-8th grades public charter school in South King County, WA. Committee for Children is committed to equal access to high quality education for all students and families across the country and in Washington State.

For over 30 years, Seattle-based Committee for Children has created and disseminated top-rated social and emotional learning (SEL) curricula which are taught to over 9 million children in 79 countries. We are a globally focused not-for-profit organization that is a widely recognized leader in providing top-quality, evidence-based educational programs to promote social-emotional learning and prevent bullying. More than 25,000 schools in the US - 40% of school districts nationwide - access our programs.

Committee for Children has had positive and productive relationships with charter schools throughout the country, many of which hold social and emotional learning as a primary foundation for student success. We stand ready to support this new school in its efforts to create a safe, positive school climate and we encourage approval of the charter for Rainier Prep.

Sincerely,

Joan Cole Duffell
Executive Director

Our vision: Safe children thriving in a peaceful world

2815 Second Avenue, Suite 400 | Seattle, Washington 98121

800-634-4449 | Seattle: 206-343-1223 | FAX: 206-438-6765 | www.cfchildren.org

PR/Award # U282B140026

Page e107

Heidi B. Bennett

206-781-5566
213 North 57th St.
Seattle, WA 98103
heidi@bennettdirect.net

November 19, 2013

Washington State Charter Commission
Insurance Building, Suite 100 Q
302 14th Ave. SW

To the Washington State Charter School Commission:

I am honored and thrilled to support the launch of Rainier Prep, a 5-8 school serving South King County. I am a public schools parent and the Washington State PTA Regional Legislative Chair. In my role as the Regional Legislative Chair, I have spoken with hundreds of parents across the state, learned the intricacies of our state policy environment, and worked diligently to find legislative solutions for the expressed needs of families. These experiences lead me to know the powerful and positive impact that charter schools can have in a community for students, parents, and families.

I have long advocated on behalf of families and children across the state, particularly those who do not always have voice. Parents want the best for their children, and they are looking for access to mission-driven schools that are committed to serving their children's needs and providing creative solutions to students who may not thrive in the traditional system. There is a tremendous need in our underserved communities for quality educational options and I am confident Rainier Prep can help us address this need. Rainier Prep believes in the capacity of each and every child to be successful, and its mission is to work alongside the community to provide a college preparatory education for all of its students. Such a model would benefit our children and families tremendously.

Thank you for your attention and consideration of my request that you support Rainier Prep's vision to give our children the opportunity to receive a high quality education.

Sincerely,

Heidi Bennett
Parent Advocate and PTA Leader



Estimados padres de familia
Ustedes están invitados a una reunión para informarse y darnos su opinión acerca de unas nuevas opciones educativas para sus hijos!

Denos su opinión y ayúdenos a crear la escuela de sus sueños. Conozca a los líderes que están desarrollando estas nuevas escuelas que se van a abrir pronto en esta área.

Cuándo: Sábado, 16 de noviembre 12:00 pm - 2:00 pm

Donde: Centro Comunitario de Burien, 14700 6th Ave SW WA 98405

Almuerzo y cuidado de niños gratis

Reserve su asiento en: info@wacharters.org



Creating the schools of our dreams

Together we can make it happen!

Public Charter Schools Community Forum

November 16, 2013 12 p.m. – 2:00 p.m.

Burien Community Center

- ⌘ 12:00 p.m. Lunch
- ⌘ 12:15 p.m. Welcome and introductions – Jen Davis Wickens, WA Charters
- ⌘ 12:20 p.m. Charters in WA State - Jen Davis Wickens, WA Charters
- ⌘ 12:30 p.m. Sharing the dream (Group Discussion)
 - ⌘ What are the educational needs in this area?
 - ⌘ What is working for students in this area? Tells us about your points of pride.
 - ⌘ What else might help improve educational outcomes for students in this area?
- ⌘ 12:50 p.m. Group reports
- ⌘ 1:00 p.m. Rainier Prep - Maggie O'Sullivan
- ⌘ 1:20 p.m. Summit Public Schools – Diego Arambula, Sarah Satinover & Jess Taylor
- ⌘ 1:30 p.m. Networking
- ⌘ 2:00 p.m. Closing

The Washington State Charter Schools Association (WA Charters) is a statewide, non-profit organization that supports the start-up of high-quality public charter schools, with a focus on underserved communities.

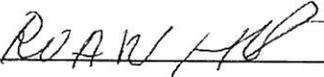
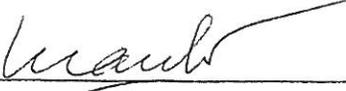
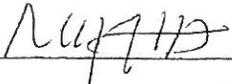
www.wacharters.org 206-832-8505



Support Rainier Prep Public Charter School

Name	Signature	Where do you live?
1. Fatima mohamed	Fatima mohamed	greenbrige
2. AMINA BIHI	Amine	Greenbrige
3. Muna Hassan	Muna A. Hassan	greenbrige
4. Nagis Abdul	Nafis	Greenbrige
5. Amira Ali	Amira	greenbrige
6. amira Awad	amira	greenbrige
7. Zohra Mohamed		greenbrige
8. Amira Hassan ANOUF HASSANE	Amira Hassan Anouf Hassan	GREENBRIDGE
9. Nagam khadir	Nagam	white center.
10. Tuna Tapu		white Center
11. Rishid Hegazy		S. scattle
12.		

Support Rainier Prep Public Charter School

Name	Signature	Where do you live?
1. ROAN HA		9817 8TH PL SW #101
2. VAN VAN NGUYEN		9808 9th PL SW unit 101
3. 		106
4. Binh Thanh		9986 4th AVE SW Seattle.
5. Canh Nguyen		9840 9th PL SW #102
6. NGO T VAN		730 SW 96th Cir. #208
7. Hong V Le		9935 8th AVE SW #308
8. QUANG TRAN		9640 8th Ave SW #104
9. LAP TRAN	LAP TRAN	9808 9th PL SW #102 98106
10. VAN LE		437 S IV 99th St. #201 Seattle, WA 98106
11. MY HA		9935 8th AVE SW #310
12. Sarah Tet		9935 8th AVE SW #310



I SUPPORT RAINIER PREP PUBLIC CHARTER S

NAME	SIGNATURE	CITY WHERE YOU LIVE
Juan Hsiao		Seattle
Kristina MacCully		Shoreline
Blanco Lopez		SEATTLE
Norberto corona		SEATTLE
Oliva Diaz S.		Seatac.
Natividad Pina		BURDEN
Alejandra Diaz		West Seattle
Marisol Mendra		White Center



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NAME	SIGNATURE	CITY WHERE YOU LIVE
Danica Hendrickson		Seattle, WA
Celina Gutierrez		Seattle, WA
Kattia Rojas		Seattle, WA
Zekaryas Gebrekidan		Seattle, WA
Aniya Beck		Seattle, WA
Miguel Silva		Seattle, WA
Leobardo Franco		Seattle, WA
ROSHELLE ROBINSON		SEATTLE WA
Yael Tellez-Rodriguez		Seattle, WA
George Alvarado-Salinas		Seattle, WA
Brenda Mancilla		Seattle, WA
Luis Forst		Seattle, WA
Stephanie Ortiz-Ortiz		Seattle, WA
Edna Ortiz		Seattle, WA

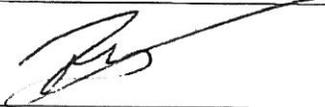
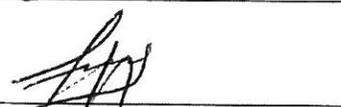
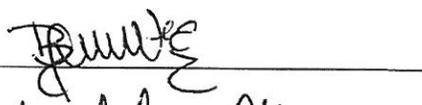
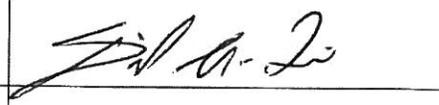
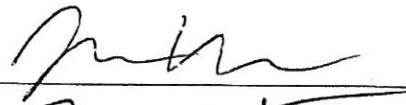
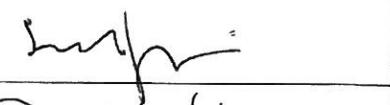
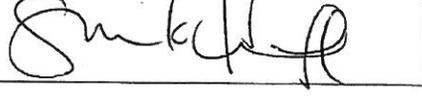


I SUPPORT RAINIER PREP PUBLIC CHARTER SCHOOL

NAME	SIGNATURE	CITY WHERE YOU LIVE
Tania Grant	<i>ms</i>	Seattle WA
LAURIE FORD	<i>Laurie Ford</i>	Seattle, WA
Paula Banea	<i>Paula Banea</i>	Seattle, wa
Maria Garcia	<i>Crist M</i>	Seattle wa
Ricarda Quroz	<i>Ricarda Q</i>	Seattle WA
Maria Merlos	<i>Maria Merlos</i>	Seattle WA
Norma A. Santiago	<i>Norma A. Santiago</i>	Seattle WA
EDGAR MERLOS	<i>(EM)</i>	SEATTLE WA
Charleisha Cox	<i>Charleisha Cox</i>	Blueducker Seattle WA
Kabrupa Goura	<i>Kabrupa Goura</i>	Renton WA
Hilary Kaltenbach	<i>Hilary Kaltenbach</i>	Seattle WA
Kiflu Fisiha	<i>Kiflu Fisiha</i>	Seattle WA
JULIO XU	<i>Julio Xu</i>	Seattle WA
MELANIE WAGNER DEVIN WAGNER	<i>Melanie Wagner</i>	Seattle wa

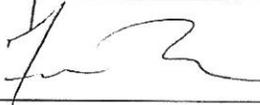
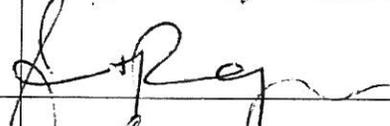


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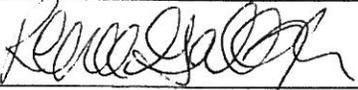
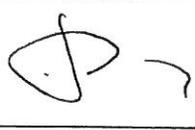
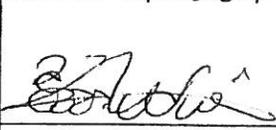
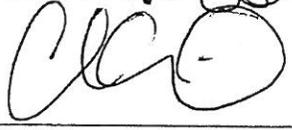
NAME	SIGNATURE	CITY WHERE YOU LIVE
Jeff Zeldan		Seattle
Fessenhay		Burien.
Estom Fessenhay	Estom Fessenhay	Burien.
Doris B. Fuentes		Seattle
Michelle Peterson	Michelle T. Peterson	Seattle
David A. Lewis		Seattle
Noemia K. Mlekarov	Noemia K. Mlekarov	Seattle
Jon Howland		Seattle
Jason Medeiros		Seattle
Tamra Hathaway	Tamra Hathaway	Seattle
Ruth Mengstob	Ruth mengstob	Burien
Juliana Soria	Juliana Soria	Seattle
Suth Hicke		Seattle.
Sumiko Huff		Burien



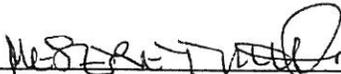
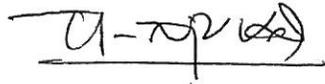
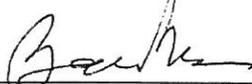
I SUPPORT RAINIER PREP PUBLIC CHARTER SCHOOL

NAME	SIGNATURE	CITY WHERE YOU LIVE
Marisa de la Barra	Marisa de la Barra	Seattle
Francisco Mora	Francisco Mora	Seattle
Muna Mohammed		Des Moines
Maria Gloria Alvarado	Maria Gloria Alvarado	Seattle
Martine Toban	Martine Toban	Burien
Feaven Berhe		Seattle
Ephrem Kassa	Ephrem Kassa	Seattle
Ahtae Robinson	Ahtae Robinson	Seattle
Janet Rodrigues		Seattle
Katie Hester	Katie Hester	Seattle

Support Rainier Prep Public Charter School

Name	Signature	Where in Seattle do you live
1. Renee Gallagher		Columbia City / Second Park
2. Jenna Smith		Tukwila
3. Kimber d Ambrose	K. d Ambrose	Burien
4. Maria Rosales	MRC	Burien
5. Heather McKay		W. Seattle
6. Erica Morales		Burien
7. Kristina Bullamy McLain		Renton
8. CHRIS EIDE		COLUMBIA CITY
9.		
10.		
11.		
12.		

Support Rainier Prep Public Charter School

Name	Signature	Where do you live?
1. Ayezu Woldeta		Greenbridge
2. Meseret Woldeta		Berrien
3. Fantanesh Teraja		Greenbridge
4. SAMRONG HENG	Samrong Heng	Greenbridge
5. SRENGUY	SRENGUY	Greenbridge
6. SOKHA KIM		Greenbridge
7. Sokmakara Hang		White Center
8. Lan THI BAE		9739 9PL SW #101
9. DAO T. NGOC Huibug		720 SW 96 th #201
10. LIEN TRUONG		750 SW 96 th #101
11. A Thi	nguye	730-100-205
12.		



I SUPPORT RAINIER PREP PUBLIC CHARTER SCHOOL

NAME	SIGNATURE	CITY WHERE YOU LIVE
Kelli Garces		West Seattle
Shannon Price		West Seattle
Mary C Doerflein-Bonus		Seattle, Washington
Michelle Gaithe		Seattle WA
Sarah Archer		Seattle WA
Laura Wood		Seattle WA
Doug Gullot		Seattle
Gretchen Griffee		Seattle
Shauna Isari		Seattle



I SUPPORT RAINIER PREP PUBLIC CHARTER SCHOOL

NAME	SIGNATURE	CITY WHERE YOU LIVE
Ellen Graham	<i>Ellen Graham</i>	Seattle
Steven Wilbur	<i>Steven Wilbur</i>	Seattle
Curtis Erlinger	<i>Curtis Erlinger</i>	Sea, WA
Priscilla Lindberg	<i>Priscilla Lindberg</i>	Seattle, WA
Kevin Alexander	<i>Kevin Alexander</i>	Seattle, WA
Daren Salter	<i>Daren Salter</i>	Seattle, WA
Calvin Shan	<i>Calvin Shan</i>	Sea, WA
VICTORIA JRYDEN	<i>Victoria Jryden</i>	SEATTLE, WA
Harumi Sada	<i>Harumi Sada</i>	Federal Way, WA & Seattle, WA
T. Thomas Elliott	<i>Thomas Elliott</i>	Vashon, WA
Barbara Pinti	<i>Barbara K. Pinti</i>	Renton, WA

Sign In Sheet Burien Community Center

11/16



THE WASHINGTON STATE CHARTER SCHOOLS ASSOCIATION

YES! I WANT MORE INFORMATION

NAME	TITLE/ OCCUPATION	Where do you live?	Are you a parent of a K-12 Student? (Y/N)	E-MAIL	PHONE
1. Matt Presenberg	Director, Public Fire Northwest	West Seattle	Y		206 581 1958
2. Susan Coding	Hughline School Board Director	Burien	N		
3. Alejandra Diaz	Mom	West Seattle	Y		(206) 850-1601
4. Natividad Pina	MOM	Burien	Yes		(206) 248-5088
5. John Welch	Puget Sound Educational Svcs. Dist.	Normandy Park	yes		253 797 2200
6. Jamie Fairbanks	SAHM	Maple Valley	yes		com 907 351 4757
7. Blanca Lopez Norberto Corona	Mother Father	West Seattle	yes		206-658-3019
8. Marisol Mendez	Mom Fam Ambassador	White Center	Y		206 354-8885
9. Ronu Robinson	Education Principal	Mane Island	n		206 951-3797
10. Oliva Diaz	MOM	Seatac.	Y		206 903 5806

Attachment 10

Charter Contract

**CHARTER SCHOOL CONTRACT
BETWEEN WASHINGTON
STATE CHARTER SCHOOL
COMMISSION AND RAINIER
PREP CHARTER SCHOOL
8/18/2015-8/18/2020**

INTRODUCTION

This agreement is executed on this 24th day of April 2014 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 public charter schools throughout the state, and to ensure the highest standards of accountability and oversight for charter schools, and Rainier Prep Charter School, a qualified nonprofit organization, to establish and operate the Rainier Prep CHARTER SCHOOL (the "School"), a public, common school under the Washington State Charter Schools law.

I. RECITALS

1.1 WHEREAS, pursuant to Initiative Measure No. 1240, codified at RCW 28A.710, the people of the state of Washington provided for the establishment of public charter schools in the state of Washington.

1.2 WHEREAS, on November 22, 2013, the Commission received an application for consideration of a charter school referred to as Rainier Prep Charter School; and

1.3 WHEREAS, on January 30, 2014, the Commission approved the application subject to conditions outlined in Resolution #14-11A; and

1.4 WHEREAS, on February 5, 2014, the State Board of Education certified that approval of the application is in compliance with the maximum limit on the number of charter schools allowed under RCW 28A.710.150.

NOW THEREFORE, in consideration of the mutual promises and other consideration recited in this agreement, the Parties agree as follows:

II. AGREEMENT

2.1 PURPOSE

As authorized by the Washington State Charter Schools law, RCW 28A.710, the Commission authorizes the establishment of the School with the aforementioned conditions, and on the terms and conditions set forth in this Charter School Contract (the "Contract").

2.2 MISSION

The mission of the School is as follows:

To prepare all students to excel at four year colleges and to become leaders in their communities.

2.3 TERM OF AGREEMENT

This Contract is effective August 18, 2015, and will terminate on August 18, 2020, unless earlier terminated as provided herein. Funding under this agreement shall not commence until the pre-opening

process described in Appendix 1 has been completed to the satisfaction of the Commission, and the school begins to operate.

2.4 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 Appendix 9 to this Contract and the School's application submitted in response to the RFP is attached as Appendix 10 to this Contract.

III. SCHOOL RIGHTS AND RESPONSIBILITIES

3.1 PRE-OPENING CONDITIONS

The School shall meet all of the Pre-Opening Conditions described in Appendix 1 by the identified dates. Satisfaction of pre-opening conditions are conditions precedent to the formation of a contract. The Commission may waive or modify the restrictions contained in the Pre-Opening Conditions or may grant the School an additional planning year upon good cause shown. The School may delay its opening for one school year. If the School requires a delay of more than one year, it must request an extension from the Commission in writing by the June 1, 2015.

IV. Governance

4.2 GOVERNANCE

The School shall be governed by a board (the "Board") in a manner that is consistent with the terms of this Contract so long as such provisions are in accordance with state, federal, and local law. 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 also have authority for and 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.

The Board shall govern the School pursuant to the following terms and conditions:

4.2.1 Bylaws. The articles of incorporation and bylaws of the entity holding the Contract shall provide for governance of the operation of the School as a public charter school and shall at all times be consistent with all applicable law and this agreement. The articles of incorporation and bylaws are attached to this Contract as Appendix 2 (initially or as amended, the "Articles and Bylaws"). Any modification of the Articles and Bylaws must be submitted to the Commission within five (5) business days of approval by the Board.

4.2.2 Composition. The composition of the Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The roster of the Board and each member's

disclosure form are attached to this Contract as Appendix 3 (initially or as amended, the "Board Roster and Disclosures"). 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.

4.2.3 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.

4.2.4 Conflicts of Interest. The Board adopted the Conflicts of Interest Policy attached to this agreement as Appendix 4 and shall at all times comply with its provisions. Any amendment to Appendix 4 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.

4.2.5 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.

4.2.6 Public Records. The Board shall comply with the provisions of the Public Records Act, chapter 42.56 RCW and is responsible for ensuring that the School, its employees, contractors, staff, and volunteers comply with the act and any associated Board policies.

4.2.7 Record Keeping. The School will comply with all applicable federal, state, and Commission record keeping requirements including those pertaining to students, governance, and finance.

4.2.8 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.

4.2.9 Assets. 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). Assets include 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. 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). 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.

4.2.10 Open Meetings. The Board shall maintain governing board-adopted policies, meeting agendas and minutes; shall make such documents available for public inspection in accordance with Section 4.2.6, and shall otherwise conduct open meetings consistent with chapter 42.30 RCW, the Open Public Meetings Act.

4.3 CONTRACTING FOR SERVICES

4.3.1 Services Agreements and Partnerships. Nothing in this Contract shall be interpreted to prevent the School from entering into contracts or other agreements with a school district, community

partnership, state agency, or other entity for services related to the operation of the School consistent with the law and the terms of this Contract. The terms of such contracts for services shall be negotiated between the School and the other entity. Such contracts shall, at all times, be subject to the requirements of this Contract and will not relieve the School of its responsibilities under this Contract. This provision is subject to the limitations set out in the remainder of this Section of the Contract.

4.3.2 School Authorized as Part of a Charter Management Organization. [Intentionally Omitted]

4.3.3 Third-Party Education Service Provider Contracts.

a. Education Service Provider Definition. An Education Service Provider (ESP) is a nonprofit corporation that provides all or a substantial subset of all services necessary to operate and oversee the School's educational program on a fee basis and/or pursuant to a fee-based contract. 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, as well as comprehensive management services. School may not contract with a for-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 4.3.1.

b. 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.

c. 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. Appendix 5 contains Education Service Provider Agreement Guidelines that the School must observe. Within 24 hours of entering into the proposed contract, the School shall forward the proposed ESP contract to the Commission for review.

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

e. Review by Commission. The Commission shall review the proposed ESP Contract and determine, within 60 days of receiving it from the School, whether it meets approval of the Commission. Approval will be contingent on satisfaction of the terms of RCW 28A.710.130(4)

and evidence that the ESP contract will not detrimentally impact the School's viability, or violate the terms of this Contract or the law.

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

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

4.4 EDUCATIONAL PROGRAM

4.4.1 Design Elements. The School shall implement and maintain the following essential design elements of its educational program, subject to modification with the Commission's written approval:

a. School grade levels. The School may serve students in grade 5 through grade 8, except that the School shall only serve students in grade 5 through grade 6 in the first year of this Contract, and may add one grade per year for years 2016 through 2019 of this initial Contract.

b. School goals.

Rainier Prep's goal is to enroll every graduating 8th grader into a college prep high school program, to prepare every scholar to excel at a four-year college, and, ultimately, to ensure that every scholar is ready to serve as a leader in their community.

c. School objectives:

1. Students will have more time to learn the skills and concepts to meet the challenging college prep curriculum of both our foundations and our inquiry classes. (Students will have at least 1400 hours of school time annually compared to the minimum requirement of 1000 hours)
2. Teachers will have significantly more time to collaborate and they will get high quality job-embedded professional development at least weekly. (10 days of teacher professional development prior to start of school. At least 4 hours of teacher professional development weekly)
3. Families will have the choice to enroll and continuously communicate and collaborate with their student's adviser. (100% enrollment on first day of school. 95% of home visit/family meetings completed by September 15.)

4.4.2 Content Standards. The School's educational program shall meet or exceed basic education standards. The School is also subject to the supervision of the Office of the Superintendent of Public Instruction (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.

4.4.3 Curriculum.

- a. The School shall implement the educational program and curriculum consistent with the program and curriculum presented in the Application.
- b. The School may revise and amend the educational program and curriculum at its discretion and without requiring approval from the Commission or amendment to this Contract provided that such revisions or amendments do not indicate a material change to the school's mission or its pupil performance standards.
- c. Material revisions and/or amendments to the educational program and/or curriculum shall require the Commission's approval.

4.4.4 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.

4.4.5 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.

4.4.6 Staff Training. The School shall provide employees and staff with training required by applicable state and/or federal law.

4.4.7 Student Assessment. The School shall participate in all testing programs required by OSPI and the State Board of Education. 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.

4.4.8 English Language Learners. The School shall at all times comply with all state and federal law applicable to the education of English language learners including, but not limited to, the Elementary and Secondary Education Act (ESEA), Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974 (EEOA), and any applicable state laws or regulations. The School shall provide resources and support to English language learners to enable them to acquire sufficient English language proficiency to participate in the mainstream English language instructional program. The School shall employ and train teachers to provide appropriate services to English language learners. The School will work to assure compliance with any and all requirements of state and federal law regarding services to English language learners.

4.4.9 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.

4.4.10 Student Conduct and Discipline. The School shall comply with the School's discipline policy and all applicable state and federal laws and regulations relating to student discipline including, but not limited to, RCW 28A.150.300.

4.5 SCHOOL PERFORMANCE STANDARDS

4.5.1 School Performance Framework.

- a. Annually, the School and Commission must set performance targets designed to help the School meet 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 the School specific performance measures, in Appendix 7, and as set out in this Contract. The parties recognize that the specific indicators, measures, metrics, and targets associated with the Performance Framework are in the process of being established. In developing these indicators, measures, metrics, and targets the Commission will obtain input from stakeholders including, at a minimum, Schools with whom it has a contract. Upon adoption of the indicators, measures, metrics and targets associated with the Performance Framework, the Commission will give the School written notice identifying the specific measures in Appendix 7, if any, by which the school continues to be bound. Ultimate authority for defining specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, is retained 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 at least annually in the format specified by the Commission.

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 Parties intend that, where this Contract references or is contingent upon state or federal laws, that they be bound by any applicable modification or amendments to such laws upon the effective date of said modifications or amendments. The specific terms, form and requirements of the Performance Framework may be modified or amended to the extent required to align with changes to applicable state or federal accountability requirements, as set forth in law. In the event that any such modifications or amendments occur, the Commission will use best efforts to apply expectations for school performance in a manner consistent with those set forth in the Performance Framework as initially established in the Charter.

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.

4.6 PERFORMANCE AUDITS AND EVALUATION

4.6.1 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 Appendix 6.

4.6.2 Mission-Specific Educational Goals. The School shall be subject to review for compliance with mission-specific educational goals as described in Appendix 7. The School must satisfy the expectations and measures set out in Appendix 7, provided that these provisions may be refined or amended by mutual agreement after the School is operating and has collected baseline achievement data for its enrolled students.

4.7 SCHOOL OPERATIONS

4.7.1 In General. The School and the Board shall operate at all times in accordance with all federal, state, and local laws, ordinances, rules, regulations and Commission policies, as the same may be amended from time to time.

4.7.2 Public School Status. The School shall be deemed a public, common school, and local education agency, subject to all applicable provisions of local, state and federal law and regulations, including but not limited to health and safety, parents' rights, civil rights, nondiscrimination laws, 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), and the Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.).

4.7.3 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.

4.7.4 Open Meetings and Public Records. The School shall maintain and implement policies to ensure that it complies with all applicable laws and regulations relating to public meetings and records.

4.7.5 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.

4.7.6 Commission's Right to Review. The School will be subject to review of its operations and finances by the Commission, or its designee, including related records, when the Commission, in its sole discretion, deems such review necessary. While the reviews may be without notice to the school, the Commission or its designee(s) will endeavor to ensure that, to the extent possible, the reviews occur with minimal disruption of school operations.

4.7.7 Administrative Records. The School will maintain all administrative records, including student academic records, required by law and Commission policies and procedures, to the extent no waivers apply. The School agrees to make all administrative and student records promptly available to the Commission upon request. 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.

4.7.8 Encumbrances. The School may issue secured and unsecured debt, including pledging, assigning or encumbering its assets to be used as collateral for loans or extensions of credit (Encumber) to manage cash flow, improve operations, or finance the acquisition of real property or equipment. However, the School shall not Encumber its assets in a manner that will jeopardize its fiscal viability. Provided that the School is prohibited from: a) Encumbering any public funds received or to be received pursuant to RCW 28A.710.220; b) pledging the full faith and credit of the state or any political subdivision or agency of the state; c) Encumbering any other funds that contain a restriction or prohibition on such encumbrance; or d) Encumbering any funds or assets in violation of the law.

4.7.9 Transactions with Affiliates. The School shall not, directly or indirectly, enter into or permit to exist any transaction (including the purchase, sale, lease or exchange of any property or the rendering of any service) with any affiliate of the School, any member past or present of the 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 4.2.5 of this Contract; and
- 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; and
- 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; and
- d. The Board discloses any conflicts and operates in accordance with a conflict of interest policy that has been approved by the Commission.

Affiliate 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.

4.7.10 Student Welfare and Safety. The School shall comply with all applicable federal, state, county and city health and safety laws. Including, but not limited to, state laws regarding the reporting of child abuse, accident prevention, 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.

4.7.11 Transportation. The School shall be responsible for providing students transportation in accordance with legal obligations and consistent with the plan proposed in the approved application, Attachment 10, pages 84-85.

4.7.12 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: a) results in suspension or termination; b) 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 c), is based on serious or repeated violations of law; or
2. Any complaints filed, or action taken, against the School by any governmental agency.

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

1. Known conditions that may cause it to vary from the terms of this Contract, applicable Commission requirements, federal, and/or state law;
2. Any circumstance requiring the closure of the School, including, but not limited to, a natural disaster, such as an earthquake, storm, flood or other weather related event, other extraordinary emergency, or destruction of or damage to the School facility;
3. The arrest of any members of the Board or School employees for a crime punishable as a felony or any crime related to the misappropriation of funds or theft, if the Board, School, or any agent, employee, or representative thereof has reason to believe that an arrest occurred;
4. Misappropriation of school funds;
5. A known default on any obligation, which shall include debts for which payments are past due by sixty (60) days or more; or
6. Any change in its corporate status with the Washington Secretary of State's Office or status as a 501(c)(3) entity.

A condition or default is known if the School is aware of the facts or circumstances giving rise to the condition or default, or has information that would lead a reasonable person in the same situation to believe that the facts or circumstances exist.

4.7.13 Compliance. The School shall comply with Commission policies and rules as well as: a) all applicable federal and state laws, rules, regulations; and b) all applicable local ordinances.

4.7.14 Data and Reports. The School shall timely provide to the Commission any data, documentation, evidence and reports necessary for the Commission to meet its oversight and reporting obligations as outlined in chapter 28A.710 RCW. Required reports include, but are not limited to those listed in Appendix 6 along with projected due dates for the current school year. Timely notification shall be

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

4.7.15 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.

4.8 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.

4.9 ENROLLMENT

4.9.1 Enrollment Policy. The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a lottery that shall be publicly noticed and open to the public; however, the School must give an enrollment preference to siblings of already enrolled students. The School shall follow the enrollment policy approved by the Commission and incorporated into this agreement as Appendix 8.

4.9.2 Maximum Enrollment. The maximum number of students who may be enrolled in the first year of operation of the School shall be 216 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 of students and is consistent with facilitating the academic success of students enrolled in the School and facilitating the School's ability to achieve the other objectives specified in this 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.

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

4.9.4 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.

4.9.5 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.

4.10 TUITION AND FEES

The School will not charge tuition. The School shall not charge any additional fees except as allowed by state law, but may charge fees for participation in optional extracurricular events and in the same manner and to the same extent as other public schools.

4.11 SCHOOL FACILITIES

4.11.1 Accessibility. The School facilities shall conform with applicable provisions of the Americans with Disabilities Act and any other federal or state requirements applicable to public school facility access.

4.11.2 Health and Safety. The School facilities shall meet all applicable health, safety and fire code requirements and shall be of sufficient size to safely house the anticipated enrollment.

4.11.3 Location. The School shall provide evidence that it has secured a location that is acceptable to the Commission by May 31, 2015. The school may move its location(s) only after obtaining written approval from the Commission, subject to such terms and conditions as may be specified. Any change in the location of the School shall be consistent with the Application and acceptable to the Commission.

4.11.5. 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 ADA accessibility requirements.

4.11.7 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.

4.11.8 Inspections. The Commission will have access at all reasonable times 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. These inspections may be announced or unannounced as deemed appropriate by the Commission, or its designee, in the fulfillment of its oversight responsibilities.

4.11.9 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.

4.12 SCHOOL FINANCE

4.12.1 Legal and Accounting Compliance. The School shall comply with all applicable 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 state auditor, including annual audits for legal and fiscal compliance.

4.12.2 Governance, Managerial and Financial Controls. At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) an organizational chart; (5) procedures for the creation and review of monthly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (6) internal control procedures for cash receipts, cash disbursements and purchases; and (7) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.

4.12.3 Audits. The school shall comply with all financial 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: 1) financial; 2) accountability; 3) federal single; 4) special investigation (includes fraud audit); and 5) performance. 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.

4.12.4 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.

4.12.5 State Accounting Requirements. The School shall submit all financial information and data required by OSPI to satisfy its legal reporting obligations, as well as its legal obligations associated with budgeting and allocation.

4.12.6 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.

4.12.7 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.

4.12.8 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.

4.12.9 Filing and Notice. The School shall comply with notice and filing requirements of non-profits.

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

4.12.11 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.

4.13 BUDGET

4.13.1 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 that itemizes expenditures of the School by fund and by pupil;
- 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. Not allow for 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. The reconciliation shall be included with the final version of the amended budget and the annual audited financial statements.

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

4.14 EMPLOYMENT MATTERS

4.14.1 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.

4.14.2 Retirement Plan. The School is an employer and its employees are members of the public employees' retirement system to the extent authorized by law.

4.14.3 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.

4.14.4 Background Checks.

- a. The School will comply with the employee record check requirements in RCW 28A.400.303, and associated rules. The School will obtain and retain copies of fingerprint and background checks for all employees, contractors, volunteers, and board members who may have unsupervised access to children or who may be allowed on School premises unaccompanied when children are present. This shall be an ongoing requirement; background checks will be periodically renewed to determine whether conduct has occurred post-employment. The

School shall give notice to the Commission of any employee it finds who has a prior conviction of a felony, or any crime related to theft or misappropriation of funds, and of any employee who is convicted of a felony during the term of an employee's employment. The School shall also give notice to the Commission of any employee who has been convicted of an offense enumerated or referenced in chapter 28A.410 RCW.

b. Employee rosters and proof of background check clearance shall be provided to the Commission as required by the Charter School Performance Framework, chapter 180-30 WAC.

4.15 INSURANCE AND LEGAL LIABILITIES

4.15.1 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: \$10,000,000

b. Officers, directors and employees errors and omissions: \$50,000

c. Professional liability insurance: \$10,000,000 per occurrence. 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): \$10,000,000 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.

e. Bonding:

1. The School shall ensure that every officer, director, or employee who is authorized to act on behalf of the School for the purpose of receiving or depositing funds into school accounts or issuing financial documents, checks, or other instruments of payment for program costs shall be bonded to provide protection against loss.

a. Fidelity bonding secured pursuant to this contract shall name the Commission on behalf of the State of Washington as the beneficiary and the amount of

coverage shall be for the amount of each year's allocation based on projected enrollment.

b. The School shall provide, at the Commission's request, copies of bonding instruments or certifications from the bond issuing agency. The copies or certifications shall show the bonding coverage, the Commission on behalf of the State of Washington as designated Beneficiary, who is covered, and the amounts.

2. The School shall obtain and maintain for the term of this contract a Payment and Performance Bond of not less than 100% of the total amount expected to be paid to School by the State of Washington under this Agreement. School will provide proof of such bonding within ten (10) calendar days of the signing of this Agreement. The copies or certifications shall show the bonding coverage, the Commission on behalf of the State of Washington as designated Beneficiary, who is covered, and the amounts. The School shall remain solely responsible for the costs associated in securing the bond. The School may draw upon this bond for the purposes of covering damages incurred as a direct result of School's failure to meet its material obligations hereunder. The bond must be conditioned on the School's faithful performance of the Contract; the Commission must be entitled to collect on the bond if the School breaches the terms of this contract, or is terminated, revoked or closed.

f. 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.

4.15.2 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.

4.15.3 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.

4.15.4 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.

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

4.15.6 Indemnification. To the fullest extent permitted by law, the School shall indemnify, defend and hold harmless the Commission, State, agencies of State and all officials, agents and employees of State, from and against all claims for injuries or death arising out of or resulting from the performance of the contract 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 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.

4.16 ADDITIONAL SERVICES

Except as may be expressly provided in this Contract, as set forth in any subsequent written agreement between the School and the Commission, or as may be required by law, neither the School nor the Commission shall be entitled to the use of or access to the services, supplies, or facilities of the other. Any service agreements between the Commission and the School shall be subject to all terms and conditions of this Contract, except as may be otherwise agreed in writing. The purchase of any services not expressly required under this contract or set forth in any subsequent written agreement between the School and the Commission or not required by law, shall not be a condition of the approval or continuation of this contract.

4.17 PROVISION OF POLICIES TO THE COMMISSION

Upon request, the School will furnish to the Commission copies of all written policies and procedures it may adopt with respect to any matter relating to its management, operations, and educational program.

V. COMMISSION'S RIGHTS AND RESPONSIBILITIES

5.1.1 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.

5.1.2 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.

5.1.3 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.

5.1.4 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.

5.1.5 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.

5.1.6 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).

VI. BREACH OF CONTRACT, TERMINATION, AND DISSOLUTION

6.1.1 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 Charter Schools Act, Commission rules and policies, or any other law or regulation, whether state, local, or federal.

6.1.2 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;
- d. Substantial violation of any provision of law from which the School was not specifically exempted;
- e. Failure to meet the goals, objectives, content standards, performance framework, applicable federal requirements or other terms identified in the Contract;
- f. Bankruptcy or insolvency of the School; or
- g. The school's performance falls in the bottom quartile of schools on the State Board of Education's accountability index.

6.1.3 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.

6.1.4 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.

6.1.5 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; provided, however, that in doing so the Commission will not be responsible for and will not assume any liability incurred by the School under this Contract. The Board and School personnel shall cooperate fully with the winding up of the affairs of the School. The School's obligations for following a termination protocol and winding up of the affairs of the school shall survive the term of this contract.

6.1.6 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.

VII. GENERAL

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

7.1.2 Amendments. No amendment to this Contract will be valid unless ratified in writing by the Commission and the School's governing body and executed by authorized representatives of the Parties.

7.1.3 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.

7.1.4 Severability. If any provision of this Contract or any application of this Contract to the School is found contrary to law or invalid, such provision or application will have effect only to the extent permitted by law and the invalidity shall not affect the validity of the other terms or conditions of this Agreement.

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

7.1.6 No Third-Party Beneficiary. This Contract shall not create any rights in any third parties who have not entered into this Contract, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Contract.

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

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

7.1.9 Confidential Information.

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

further recognize that that some of the information exchanged under this agreement will be confidential.

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

Any personally identifiable student-related information, including, but not limited to (a) student names, (b) the name of a student’s parent or other family members, (c) student addresses, (d) the address of a student’s family, (e) personal identifiers such as a student’s social security number or student number, (f) personal characteristics that would make a student's identity easily traceable, (g) any combination of information that would make a student's identity easily traceable, (h) test results for schools and districts which test fewer than ten students in a grade level, and (i) 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.

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

- a. Applicable Federal and Washington State laws and regulations;
- b. Terms and Conditions of the Contract;
- c. Appendices; and
- d. Any other provisions incorporated by reference or otherwise into the Contract.

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

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

7.1.13 Applicable Law. 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, it is the parties' intent that 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.

VIII. NOTICE

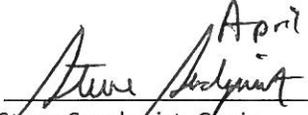
8.1.1 Any notice required or permitted under this Contract will be in writing and will be effective upon personal delivery or three days after mailing when sent by certified mail, postage prepaid, addressed as follows:

Maggie O'Sullivan
Rainier Prep
210 S. Hudson St.
Seattle, WA 98134
(206) 725-1174

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

IN WITNESS WHEREOF, the Parties have executed this Contract to be effective August 18, 2015.

APPROVED BY A QUORUM OF THE
COMMISSION ON [MONTH DAY], 2014:

April 24, 2014


Steve Sundquist, Chair
Washington State Charter School Commission

THE CHARTER SCHOOL BOARD:

_____, President

Charter School Board

Appendices

- Appendix 1 Pre-Opening Process and Conditions
- Appendix 2 Articles of Incorporation and Bylaws
- Appendix 3 Board Roster and Disclosures
- Appendix 4 Conflict of Interest Policy
- Appendix 5 Education Service Provider (ESP) Contract Guidelines
- Appendix 6 Identification of Documentation Required for Annual Performance Review
- Appendix 7 Mission Specific Educational Goals
- Appendix 8 Enrollment Policy
- Appendix 9 Request for Proposals
- Appendix 10 Rainier Prep Charter School Application

Appendix 1

Pre-Opening Process and Conditions

TASK	DUE DATE	STATUS/NOTES	COMPLETE
Establishment of School:			
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.	March 31, 2014		
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.	January 31, 2015		
Provide proof that the school has passed all inspections necessary for building occupancy.	August 1, 2015		
Document that the School is of sufficient size and with a sufficient number of classrooms to serve the projected enrollment.	February 27, 2015		
Provide evidence that students representing 50% of the projected fall membership have enrolled, including name, address, grade and prior school attended.	April 30, 2015		
Provide evidence that students representing 75% of the projected fall membership have enrolled, including name, address, grade and prior school attended.	May 29, 2015		
School Governance:			
Evidence that membership on the Board of Directors is complete; provide board roster with contact information for all board members , identification of officers, and conflict of interest disclosure and assurance.	September 30, 2014		
Resume of each board member.	September 30, 2014		
Schedule of Board Meetings (including date, time, and location for the 2015-2016 school year).	December 1, 2014		
Board-approved bylaws including satisfactory conflict-of-interest policy.	November 30, 2014		
Submit emergency contact information for the Chief Executive Officer (CEO) and other members of the management team.	June 30, 2015		

Provide an updated school calendar approved by the Board of Directors for the first year of the School's operation.	September 30, 2014		
Provide a copy of the School's emergency closure procedures.	February 27, 2015		
Written documentation that the School has completed criminal background checks on all school staff and volunteers that come into direct contact with the School's students.	June 30, 2015		
Copy of Employee Handbook, including at a minimum expectations for employee performance and behavior, compensation and benefit information, emergency response information, pay rates and/or salary scale(s), 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.	June 30, 2015		
Budget:			
Submit the names of 1) individual(s) authorized to expend School funds and issue checks; and 2) individual(s) responsible for review and monitoring of monthly budget reports.	July 31, 2015		
Provide a copy of an updated budget for the school year with evidence that it has been approved by the Board of Directors.	July 31, 2015		
Provide proof of insurance as set forth in the Contract.	August 1, 2015		
Safety:			
Provide evidence that all employees have completed training on child abuse and neglect reporting or has comparable experience.	July 31, 2015		

Appendix 2

Articles of Incorporation and 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

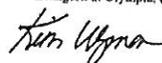
to

RAINIER PREP

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

Date: 10/17/2013
UBI Number: 603-342-221

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


Kim Wyman, Secretary of State

Date Issued: 10/18/2013



FILED
SECRETARY OF STATE
OCTOBER 17, 2013
STATE OF WASHINGTON

603 342 221

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ARTICLES OF INCORPORATION

OF

RAINIER PREP

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 Rainier Prep.

ARTICLE 2. DURATION

The duration of the corporation shall be perpetual.

ARTICLE 3. PURPOSES

3.1 Purposes

The corporation is organized exclusively for charitable, scientific, literary or educational purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), including, without limitation, to prepare all students to excel at four-year colleges and to become leaders in their communities through operation of one or more public charter schools.

3.2 Limitations

3.2.1 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 3.2.2 and 3.2.3 of these Articles of Incorporation.

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3.2.2 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, all the 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.

3.2.3 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 Code Section 501(c)(3) can engage in such activities without incurring any penalties, excise taxes or losing its status as an organization exempt from federal income tax under Code Section 501(c)(3). 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 Code Section 501(c)(3) or by an organization contributions to which are deductible under Code Section 170(c)(2).

(c) The corporation is prohibited from engaging in any excess benefit transaction as defined in Code Section 4958(c).

(d) The corporation is prohibited from engaging in any act of self-dealing as defined in Code Section 4941(d), from retaining any excess business holding as defined in Code Section 4943(c) that would subject the corporation to tax under Code Section 4943, from making any investments that would subject the corporation to tax under Code Section 4944, and from making any taxable expenditure as defined in Code Section 4945(d). If Code Section 4942 is deemed applicable to the corporation, it shall

make distributions at such time and in such manner that it is not subject to tax under Code Section 4942.

3.3 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.

3.4 Endowments

Funds held in the corporation are not institutional funds or endowments for purposes of RCW 24.55 unless otherwise expressly designated as such by the Board of Directors.

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 Directors

The number of Directors constituting the initial Board of Directors shall be four. The names and addresses of the persons who are to serve as the initial Directors are as follows:

Andy Jassy
210 S Hudson St, Suite 330
Seattle, WA 98134

Ed Taylor
210 S Hudson St, Suite 330
Seattle, WA 98134

Joan Hsiao
210 S Hudson St, Suite 330
Seattle, WA 98134

Adam Porsch
210 S Hudson St, Suite 330
Seattle, WA 98134

ARTICLE 5. NO MEMBERS

The corporation shall have no members.

ARTICLE 6. LIMITATION OF DIRECTOR LIABILITY

To the full extent that the Washington Nonprofit Corporation Act (as it exists on the date hereof or as it may hereafter be amended) permits the limitation or elimination of the liability of Directors, a Director of the corporation shall not be liable to the corporation or its members, if any, 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 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 210 S Hudson St, Seattle, WA 98134 and the name of its initial registered agent at such address is Maggie O'Sullivan.

ARTICLE 9. AMENDMENT TO ARTICLES OF INCORPORATION

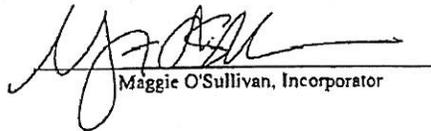
The corporation reserves the right to amend or repeal any of the provisions contained in these Articles of Incorporation in any manner now or hereafter permitted by law.

ARTICLE 10. INCORPORATOR

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

Maggie O'Sullivan
210 S Hudson St, Suite 330
Seattle, WA 98134

Dated: October 17, 2013


Maggie O'Sullivan, Incorporator

CONSENT TO APPOINTMENT AS REGISTERED AGENT

I, Maggie O'Sullivan, hereby consent to serve as registered agent in the State of Washington for the following corporation:

Rainier Prep

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: October 17, 2013



Maggie O'Sullivan

210 S Hudson St, Suite 330
Seattle, WA 98134

**BYLAWS
OF
RAINIER PREP**

Originally adopted on: *November 21*, 2013

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TABLE OF CONTENTS

	Page
ARTICLE 1 OFFICES.....	1
ARTICLE 2 MEMBERSHIP.....	1
ARTICLE 3 BOARD OF DIRECTORS.....	1
3.1 General Powers.....	1
3.2 Number.....	1
3.3 Qualifications.....	1
3.4 Election of Directors.....	2
3.4.1 Initial Classification.....	2
3.4.2 Successor Directors.....	2
3.5 Term of Office.....	2
3.6 Annual Meeting.....	2
3.7 Regular Meetings.....	2
3.8 Special Meetings.....	2
3.9 Meetings by Telephone.....	3
3.10 Place of Meetings.....	3
3.11 Waiver of Notice.....	3
3.11.1 In Writing.....	3
3.11.2 By Attendance.....	3
3.12 Quorum.....	3
3.13 Manner of Acting.....	3
3.14 Presumption of Assent.....	4
3.15 Resignation.....	4
3.16 Removal.....	4
3.17 Vacancies; New Board Positions.....	4
3.17.1 Vacancies.....	4
3.17.2 New Positions.....	4
3.18 Board Committees.....	5
3.18.1 Standing or Temporary Committees.....	5
3.18.2 Quorum; Manner of Acting.....	5

TABLE OF CONTENTS
(Continued)

	Page
3.18.3 Resignation	5
3.18.4 Removal of Committee Member	5
3.19 Compensation	6
ARTICLE 4 OFFICERS	6
4.1 Number and Qualifications	6
4.2 Election and Term of Office	6
4.3 Resignation	6
4.4 Removal	6
4.5 Vacancies	7
4.6 Chair	7
4.7 Vice Chair	7
4.8 Secretary	7
4.9 Treasurer	7
4.10 Compensation	8
ARTICLE 5 STANDARD OF CONDUCT FOR OFFICERS AND DIRECTORS	8
5.1 Duties of Care and Loyalty	8
5.2 Directors' Duties	8
ARTICLE 6 SCHOOL LEADER	8
ARTICLE 7 ADMINISTRATIVE AND FINANCIAL PROVISIONS	9
7.1 Contracts	9
7.2 Loans	9
7.3 Loans or Extensions of Credit to Officers and Directors	9
7.4 Checks, Drafts, Etc.	9
7.5 Deposits	9
7.6 Books and Records	9
7.7 Corporate Seal	10
7.8 Accounting Year	10
ARTICLE 8 AMENDMENTS	10

TABLE OF CONTENTS
(Continued)

Page

111319-0001/LEGAL28278870.1

-iii

43

**BYLAWS
OF
RAINIER PREP**

**ARTICLE 1
OFFICES**

The principal office of the nonprofit corporation shall be located at its principal place of business or such other place as the Board of Directors (the "*Board*") may designate. The nonprofit corporation may have such other offices, either within or without the State of Washington, as the Board may designate or as the business of the nonprofit corporation may require from time to time.

**ARTICLE 2
MEMBERSHIP**

The nonprofit corporation shall have no members.

**ARTICLE 3
BOARD OF DIRECTORS**

3.1 General Powers

The affairs of the nonprofit corporation shall be managed by a Board of Directors.

3.2 Number

The Board shall consist of not less than five nor more than fifteen Directors, the specific number to be set by resolution of the Board. The number of Directors may be changed from time to time by amendment to these Bylaws, provided that no decrease in the number shall have the effect of shortening the term of any incumbent Director.

3.3 Qualifications

Whenever possible, Board members shall be sought who bring the skills, expertise, perspective, and qualifications, as established by the Board and delineated in an annual Board recruitment plan. Directors may have such other qualifications as the Board may prescribe by amendment to these Bylaws.

3.4 Election of Directors

3.4.1 Initial Classification

At the organizational meeting of the nonprofit corporation, the Directors named in the Articles of Incorporation shall classify themselves into two groups to serve staggered terms of office as follows: approximately one-half of the Directors shall serve for a term ending one year after the first annual meeting of the Board ("*Class 2*"); and approximately one-half of the Directors shall serve for a term ending as of the date of the first annual meeting of the Board ("*Class 1*").

3.4.2 Successor Directors

After the initial classification, approximately one-half of the number of Directors fixed by or in the manner provided by these Bylaws shall be elected each year at the annual meeting of the Board by the affirmative vote of a majority of the Directors then in office (including those Directors whose terms expire on the date of the meeting) to replace that group of Directors whose terms expire each year.

3.5 Term of Office

With the exception of the Directors initially classified, each group of Directors shall be elected for terms expiring on the date of the annual meeting of the Board two years subsequent to their election and until their successors are elected and qualified. Any Director may serve three consecutive terms, after which time he or she must wait two years before serving another term.

3.6 Annual Meeting

The annual meeting of the Board shall be held during the month of June on a date chosen by the Board for the purposes of electing Directors and officers and transacting such business as may properly come before the meeting. If the annual meeting is not held on the date designated therefor, the Board shall cause the meeting to be held as soon thereafter as may be convenient.

3.7 Regular Meetings

By resolution, the Board may specify the date, time and place for holding regular meetings.

3.8 Special Meetings

Special meetings of the Board or any committee designated and appointed by the Board may be called by or at the written request of the Chair or any two Directors, or, in the case of a committee meeting, by the chairman of the committee.

3.9 Meetings by Telephone

Members of the Board or any committee designated by the Board may participate in a meeting of such Board or committee by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other at the same time. Participation by such means shall constitute presence in person at a meeting.

3.10 Place of Meetings

All meetings shall be held at the principal office of the nonprofit corporation or at such other place within the State of Washington designated by the Board, by any persons entitled to call a meeting or by a waiver of notice signed by all Directors.

3.11 Waiver of Notice

3.11.1 In Writing

Whenever any notice is required to be given to any Director under the provisions of these Bylaws, the Articles of Incorporation or applicable Washington law, a waiver thereof in writing, signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board need be specified in the waiver of notice of such meeting.

3.11.2 By Attendance

The attendance of a Director at a meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

3.12 Quorum

A majority of Directors fixed by or in the manner provided by these Bylaws shall constitute a quorum for the transaction of business at any Board meeting. If a quorum is not present at a meeting, a majority of the Directors present may adjourn the meeting from time to time without further notice.

3.13 Manner of Acting

The act of the majority of the Directors present at a meeting at which there is a quorum shall be the act of the Board, unless the vote of a greater number is required by these Bylaws, the Articles of Incorporation or applicable Washington law. Any amendment to the Articles of Incorporation or Bylaws, the sale, lease, exchange or

mortgage of substantially all the nonprofit corporation's assets, voluntary dissolution of the nonprofit corporation, merger with another entity or distribution of assets in connection with the dissolution of the nonprofit corporation shall require approval of a majority of the Directors of the nonprofit corporation then in office.

3.14 Presumption of Assent

A Director of the nonprofit corporation present at a Board meeting at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless his or her dissent or abstention is entered in the minutes of the meeting, or unless such Director files a written dissent or abstention to such action with the person acting as secretary of the meeting before the adjournment thereof, or forwards such dissent or abstention by registered mail to the Secretary of the nonprofit corporation immediately after the adjournment of the meeting. Such right to dissent or abstain shall not apply to a Director who voted in favor of such action.

3.15 Resignation

Any Director may resign at any time by delivering written notice to the Chair or the Secretary at the registered office of the nonprofit corporation, or by giving oral or written notice at any meeting of the Directors. Any such resignation shall take effect at the time specified therein, or if the time is not specified, upon delivery thereof and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

3.16 Removal

One or more Directors (including the entire Board) may be removed from office, with or without cause, by the affirmative vote of a majority of the Directors then in office.

3.17 Vacancies; New Board Positions

3.17.1 Vacancies

A vacancy in the position of Director may be filled by the affirmative vote of a majority of the remaining Directors though less than a quorum of the Board. A Director who fills a vacancy shall serve for the unexpired term of his or her predecessor in office.

3.17.2 New Positions

The Board may create and fill new positions on the Board at any meeting of the Board in which a quorum is present. Director so elected shall serve until the next annual meeting of the Board.

3.18 Board Committees

3.18.1 Standing or Temporary Committees

The Board, by resolution adopted by a majority of the Directors in office, may designate and appoint one or more standing or temporary committees, each of which shall consist of two or more Directors. The Board may also appoint committee members who are not Directors and who shall serve in an advisory capacity as non-voting members of such committees. Such committees shall have and exercise the authority of the Directors in the management of the nonprofit corporation, subject to such limitations as may be prescribed by the Board except that no committee shall have the authority to: (a) amend, alter or repeal these Bylaws; (b) elect, appoint or remove any member of any other committee or any Director or officer of the nonprofit corporation; (c) amend the Articles of Incorporation; (d) adopt a plan of merger or consolidation with another nonprofit corporation; (e) authorize the sale, lease, or exchange of all or substantially all of the property and assets of the nonprofit corporation not in the ordinary course of business; (f) authorize the voluntary dissolution of the nonprofit corporation or revoke proceedings therefor; (g) adopt a plan for the distribution of the assets of the nonprofit corporation; or (h) amend, alter or repeal any resolution of the Board which by its terms provides that it shall not be amended, altered or repealed by a committee. The designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the Board or any individual Director of any responsibility imposed upon it, him or her by law.

3.18.2 Quorum; Manner of Acting

A majority of the number of Directors composing any committee shall constitute a quorum, and the act of a majority of the members of a committee present at a meeting at which a quorum is present shall be the act of the committee.

3.18.3 Resignation

Any member of any committee may resign at any time by delivering written notice thereof to the Chair, the Secretary or the chairman of such committee, or by giving oral or written notice at any meeting of such committee. Any such resignation shall take effect at the time specified therein or, if the time is not specified, upon delivery thereof and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

3.18.4 Removal of Committee Member

The Board, by resolution adopted by a majority of the Directors in office, may remove from office any member of any committee elected or appointed by it.

VIII. NOTICE

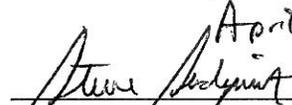
8.1.1 Any notice required or permitted under this Contract will be in writing and will be effective upon personal delivery or three days after mailing when sent by certified mail, postage prepaid, addressed as follows:

Maggie O'Sullivan
Rainier Prep
210 S. Hudson St.
Seattle, WA 98134
(206) 725-1174

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

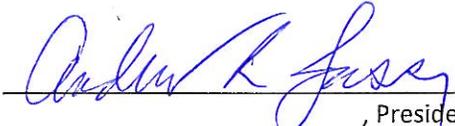
IN WITNESS WHEREOF, the Parties have executed this Contract to be effective August 18, 2015.

APPROVED BY A QUORUM OF THE
COMMISSION ON [MONTH DAY], 2014:

April 24, 2014


Steve Sundquist, Chair
Washington State Charter School Commission

THE CHARTER SCHOOL BOARD:



, President
Charter School Board

Appendix 9
Request for Proposals

Washington state law, Rainier Prep will give an enrollment preference to siblings of already enrolled students.³ This is the only preference as stated in the law.

If there are more enrollment forms than seats available in a grade level, then the school will have a lottery. Per Washington law, the lottery will have the following preferences:

1) Siblings of scholars currently enrolled at Rainier Prep

2) If a student is chosen in the lottery and there is a sibling or siblings on the waitlist for that grade or another grade, they will immediately move into the sibling lottery and will be given preference so the family may all attend the same school, assuming space is available in that sibling's grade level.

Families will be mailed the official results on the Monday following the Saturday lottery (late April).

Families will have fourteen days beyond the lottery notification date to submit a letter of intent. After this date, Rainier Prep will attempt to verify personally with each parent by phone or at home that they are indeed forfeiting their seat at Rainier Prep. If we are unsuccessful in contacting the family for verification we will then give up their seat and place them on the waitlist. After all seats have been assigned, a waiting list will be established for the remaining students who have registered in the event that a seat should open up. If there are still seats available after the lottery, we will accept enrollment forms on an ongoing basis, and students will be admitted to the school on a first come-first served basis until all seats are filled.

Waitlist, dis-enrollment, and re-enrollment policies – Below are the policies on these important issues.

Waitlist: The waitlist will start one week after Acceptance Day (day noted in letters from Lottery that families must officially accept their seat) and last until June 1 of the following school year. If a space becomes available, then the next student on the waitlist will be contacted to inform them of the opportunity to enroll.

Dis-enroll and Re-enrollment: If a scholar dis-enrolls during a semester but then decides to return they must re-apply like anyone else. Exceptions to this can be clarified in an expulsion agreement (i.e., an expelled student may be enrolled at the end of a school year if they meet the requirements of the expulsion rehabilitation plan).

³ RCW 28A.710.050(4)

Lottery – If capacity is insufficient to enroll all students who apply to Rainier Prep, then Rainier Prep will select students through a lottery to ensure fairness. As required by

Appendix 8

Enrollment Policy

Enrollment and Lottery Policies and Procedures

Rainier Prep is a public, common school open to all children free of charge.¹ Pursuant to Washington state law, Rainier Prep may not limit admission on any basis other than age group, grade level, or capacity and must enroll all students who apply within these bases. Rainier Prep is open to any student regardless of his or her location of residence.²

Rainier Prep's recruitment plan and enrollment policies support our mission and goals of ensuring that all of our students are prepared to excel in college and become leaders in their communities. We will actively recruit the students who are most at need and ensure that all students can apply and be enrolled in Rainier Prep in a fair and equitable manner.

Enrollment Timelines

Rainier Prep will begin to accept enrollment forms starting October 1, 2014 and will end at 5pm on April 15, 2015. This deadline aligns with the current Highline School District enrollment deadline. The goal is to work together with the school district to ensure that all families understand their options. Student recruitment will involve extensive community outreach and will be culturally sensitive and linguistically appropriate. Translation will be provided whenever possible in the dominant languages.

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

If capacity is not reached, a second enrollment deadline will be established for 5:00 pm on May 25, 2015.

Receipt and processing of enrollment forms – All enrollment forms must be delivered in person to guarantee a placement into the lottery. All enrollment forms received in person will receive a receipt. Families are welcome to mail or email their enrollment form to (address to be determined). An acknowledgement will be sent upon receipt of the mail or email enrollment form, but if a family does not receive or keep this receipt Rainier Prep is not responsible for claims that an enrollment form was sent by mail by not received by the deadline. (We will track all receipts as well and it is highly unlikely we will lose the record, but we cannot take responsibility if the family does not keep their record in the rare case that an enrollment form cannot be located.)

¹ RCW 28A.710.020(1)

² RCW 28A.710.050(1)

		flow and emergency purposes.
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		year)
	Summative Assessment Smarter Balanced	Rainier Prep's average on the Smarter Balanced Assessment will exceed the average in the local district's schools in grades 5-8.
	Summative Assessment Smarter Balanced Writing Assessment	Rainier Prep's average on the Smarter Balanced Assessment will exceed the average in the local district's schools in grades 5-8.
Math	Diagnostic Assessment NWEA MAP or similar	85% of students will meet or exceed annual typical/expected Spring-to- Spring growth targets on NWEA Map or similar assessment. (taken 3 X year)
	Internal Interim Assessment	Oct: Establish cohort baseline. Jan: Increase of 20% from Oct baseline. Apr: Increase 30% from Oct baseline. June: Increase 40% from Oct baseline.
	Summative Assessment Smarter Balanced	Rainier Prep's average on the Smarter Balanced Assessment will exceed the average in the local district's schools in grades 5-8.
Science	Internal Interim Assessment	Oct: Establish cohort baseline. Jan: Increase of 20% from Oct baseline. Apr: Increase 30% from Oct baseline. June: Increase 40% from Oct baseline.
Organizational Goals		
On Time Arrival	Average Daily On Time Arrival	Rainier Prep will average 95% on-time student arrival.
Attendance	Average Daily Attendance	Rainier Prep will average 96% or higher daily scholar attendance in each school year.
Re-enrollment	% of students who re-enroll from one academic year to the next	Rainier Prep will re-enroll at least 80% of its eligible scholars for the next school year.
Financial Goal	% of cash reserve	Rainier Prep will operate on a balanced budget with the goal of building a reserve of 5% for cash

69

Appendix 7

Ongoing Quality Assurance Requirements

The School must satisfy the school specific performance expectations and measures set out below, provided that these provisions may be refined or amended by mutual agreement after the School is operating and has collected baseline achievement data for its enrolled students.

Performance Management

Rainier Prep will measure academic achievement by our state’s new assessment system - Smarter Balanced - and the school’s internal assessment system. Given that the state is transitioning to a new assessment system and the performance framework has not been published, the organization is writing these metrics and targets knowing they will be adjusted as new information is gained.

Domain	Metric	Target
Academic Achievement		
Overall	Annual Measureable Objectives (State and Federal Targets)	Rainier Prep will meet 80 percent of the Annual Measureable Objectives set by the state.
	School Designation set by State	Rainier Prep will not be considered a Focus or Priority School or equivalent.
	Adequate Yearly Progress requirements or equivalent	Rainier Prep will meet AYP.
	EPAS/ Aspire – ACT’s Educational and Planning Assessment System	75% of 8th graders will demonstrate that they are on track to earning a 24 on ACT in 11th grade by earning a benchmark score on EPAS/ Aspire (ACT Compass).
ELA/ Reading and Writing	Internal Interim Assessments	4 Interims per Academic Year Oct: Establish cohort baseline. Jan: Increase of 20% from Oct baseline. Apr: Increase 30% from Oct baseline. June: Increase 40% from Oct baseline.
	Diagnostic Assessment: NWEA MAP or similar measure	85% of students will meet or exceed annual typical/expected Spring-to- Spring growth targets on NWEA Map or similar assessment. (taken 3 X

Appendix 6

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.

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.

Appendix 5

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.

6. Openness and Disclosure

All information about the School will fully and honestly reflect the policies and practices of the School. All financial, organizational, and program reports will be complete and accurate in all material respects.

7. Program Evaluation

The School regularly reviews its program effectiveness and has mechanisms to incorporate lessons learned into future programs. The School is committed to improving its program and organizational effectiveness and actively develops mechanisms to promote learning from its activities and the field. The School is responsive to changes in its field of activity and is responsive to the needs of its constituencies.

8. Inclusiveness and Diversity

The School has a policy of promoting inclusiveness, and its staff and board reflect diversity in order to enrich the School's programmatic effectiveness. The School takes meaningful steps to promote inclusiveness in its hiring, retention, promotion, and board recruitment and in the constituencies it serves.

- Ensures that the School conducts all transactions and dealings with integrity and honesty;
- Ensures that the School promotes working relationships with board members, staff, and program beneficiaries that are based on mutual respect, fairness and openness;
- Ensures that the School is fair and inclusive in its hiring and promotion policies and practices for all board and staff positions;
- Ensures that policies of the School are in writing, clearly articulated, and officially adopted;
- Ensures that the resources of the School are responsibly and prudently managed; and
- Ensures that the School has the capacity to carry out its programs effectively.

4. Legal Compliance

The School strives to be knowledgeable of and comply with applicable laws and regulations.

5. Responsible Stewardship

The School manages its funds responsibly and prudently. This should include the following considerations:

- The School should spend a reasonable percentage of its annual budget on programs that enable it to pursue its mission;
- The School should spend an adequate amount on administrative expenses to ensure effective accounting systems, internal controls, competent staff, and other expenditures critical to professional management;
- The School should compensate staff, and any others who may receive compensation, reasonably and appropriately;
- The School should ensure that all spending practices and policies are fair, reasonable, and appropriate to fulfill the mission of the School; and
- All financial reports should be factually accurate and complete in all material respects.

PROPOSED CODE OF ETHICS POLICY

1. Personal and Professional Integrity

Rainier Prep (the "*School*") is a workplace where all staff and board members of the School act with honesty, integrity, and openness in all their dealings as representatives of the School. The School promotes a working environment that values respect, fairness, and integrity.

2. Mission

The School has a clearly stated mission and purpose, that is approved by the board of directors, in pursuit of the public good. The School's mission is to foster the social and emotional development, safety and well-being of children through education. All of its programs support that mission, and all of those who work for or on behalf of the School should understand and be loyal to that mission and purpose. The mission is responsive to the constituency and communities served by the School and is of value to the society at large.

3. Governance

The School has an active governing body that is responsible for setting the mission and strategic direction of the School and overseeing the finances, operation, and policies of the School.

The governing body:

- Ensures that its board members have the requisite skills and experience to carry out their duties and that all board members understand and fulfill their governance duties and are acting for the benefit of the School and its public purpose;
- Has a conflict of interest policy that ensures that any conflicts of interest or the appearance thereof are avoided or appropriately managed through disclosure, recusal, or other means;
- Is responsible for the hiring, firing, and regular review of the performance of its top level employee and ensures that the compensation of the top level employee is reasonable and appropriate;
- Ensures that its employees provide the governing body with timely and comprehensive information so that the governing body can effectively carry out its duties;

RAINIER PREP
CONFLICT OF INTEREST POLICY CERTIFICATION

The undersigned hereby acknowledges that the undersigned:

- (a) Has received a copy of the conflict of interest policy,
- (b) Has read and understands the conflict of interest policy,
- (c) Has agreed to comply with the conflict of interest policy, and
- (d) Understands that in order for Rainier Prep to maintain its federal tax exemption as a charitable organization, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

Please check one of the following boxes:

- I have no conflicts or potential conflicts to disclose.
- I have the following conflicts or potential conflicts to disclose (please describe):

Dated:

Print Name:

Title:

ARTICLE 6. PERIODIC STATEMENTS

Each director and officer shall periodically sign a statement that affirms such person:

- a. Has received the conflict of the interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands that Rainier Prep is a charitable organization 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.

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflict 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 4. 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 5. COMPENSATION

- a. A voting member of the governing board who receives compensation, directly or indirectly, from Rainier Prep 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 Rainier Prep 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 Rainier Prep, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE 3 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 or 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 or 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 chair 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 Rainier Prep 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. The governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in Rainier Prep'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 Conflict of Interest Policy

Appendix 4

Conflict of Interest Policy

Conflict of Interest and Code of Ethics
RAINIER PREP CONFLICT OF INTEREST POLICY

ARTICLE 1. PURPOSE

The purpose of the conflict of interest policy is to protect the interests of Rainier Prep when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of Rainier Prep 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 2. 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 Rainier Prep has a transaction or arrangement,
- b. A compensation arrangement with Rainier Prep or with any entity or individual with which Rainier Prep has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which Rainier Prep 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 3, 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.

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 Certification 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

1. 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 Rainier Prep Charter School is true and correct in every respect.

Signature

Date

Board Member Certification Form (continued)

Conflicts

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

- a. 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).
- b. 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

Appendix 3

Board Roster and Disclosures

Rainier Prep Contract School
Board Member Certification Form

Note: The purpose of this document is to provide disclosure. The Rainier Prep 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 Rainier Prep Charter School Board.

Yes, I affirm.

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

- a. a misdemeanor related to honesty or trustworthiness, or
- b. a felony.

Does not apply to me.

Yes

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

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

Does not apply to me.

Yes

7.7 Corporate Seal

If the Board determines that it is advisable, the nonprofit corporation shall have a corporate seal consisting of the name of the nonprofit corporation, the state of its incorporation and the year of its incorporation.

7.8 Accounting Year

Unless a different accounting year is at any time selected by the Board, the accounting year of the nonprofit corporation shall be the twelve months ending June 30.

**ARTICLE 8
AMENDMENTS**

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by the vote of a majority of the number of Directors then in office or by the written consent of each of the Directors.

determining the number of Directors serving the nonprofit corporation, the School Leader shall not be considered a member of the Board.

**ARTICLE 7
ADMINISTRATIVE AND FINANCIAL PROVISIONS**

7.1 Contracts

The Board may authorize any officer or officers, or agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the nonprofit corporation. Such authority may be general or confined to specific instances.

7.2 Loans

No loans shall be contracted on behalf of the nonprofit 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.

7.3 Loans or Extensions of Credit to Officers and Directors

No loans shall be made and no credit shall be extended by the nonprofit corporation to its officers, Directors or employees.

7.4 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 nonprofit corporation shall be signed by such officer or officers, or agent or agents, of the nonprofit corporation and in such manner as is from time to time determined by resolution of the Board.

7.5 Deposits

All funds of the nonprofit corporation not otherwise employed shall be deposited from time to time to the credit of the nonprofit corporation in such banks, trust companies or other depositories as the Board may select.

7.6 Books and Records

The nonprofit corporation shall keep at its principal or registered office copies of its current Articles of Incorporation and Bylaws; correct and adequate records of accounts and finances, minutes of the proceedings of its Boards and any minutes which may be maintained by committees of the Board; records of the names and post office addresses of its officers and Directors, and such other records as may be necessary or advisable.

4.10 Compensation

The salaries of the officers and agents shall be as fixed from time to time by the Board or by any person or persons to whom the Board has delegated such authority. No officer shall be prevented from receiving a salary by reason of the fact that he or she is also a Director of the nonprofit corporation.

ARTICLE 5 STANDARD OF CONDUCT FOR OFFICERS AND DIRECTORS

5.1 Duties of Care and Loyalty

Officers and Directors shall discharge their respective duties, including the duties of any committee of the Board upon which a Director may serve;

- (a) in good faith;
- (b) with such care, including reasonable inquiry, as an ordinary prudent person in like position would exercise under similar circumstances; and
- (c) in a manner such officer or Director believes to be in the best interests of the nonprofit corporation.

5.2 Directors' Duties

- (a) Directors are expected to attend and actively participate in all regular and special meetings of the Board, except for good cause.
- (b) Directors shall serve on Board committees as needed.
- (c) Directors are expected to educate themselves regarding the history, purpose, and activities of the nonprofit corporation so as to provide valuable service.

ARTICLE 6 SCHOOL LEADER

The nonprofit corporation may employ a School Leader who shall be appointed, employed, and discharged by the Board. If employed, the School Leader shall be the chief executive officer of the nonprofit corporation, shall manage the affairs of the nonprofit corporation according to the policies, principles, practices and budget authorized by the Board, and shall be responsible for management of personnel, finances and programs. If employed, the School Leader shall be responsible for staff management including hiring, training, disciplinary action, and discharge. If employed, the School Leader shall serve as an ex-officio, non-voting member of the Board. For the purpose of

4.5 Vacancies

A vacancy in any office created by the death, resignation, removal, disqualification, creation of a new office or any other cause may be filled by the Board for the unexpired portion of the term or for a new term established by the Board.

4.6 Chair

The Chair, subject to the Board's control, shall supervise and control all of the assets, business and affairs of the nonprofit corporation. The Chair shall preside over meetings of the Board. The Chair shall also act as liaison from and a spokesperson for the Board. The Chair may sign deeds, mortgages, bonds, contracts, or other instruments, except when the signing and execution thereof have been expressly delegated by the Board or by these Bylaws to some other officer or agent of the nonprofit corporation or are required by law to be otherwise signed or executed by some other officer or in some other manner. In general, the Chair shall perform all duties incident to the office of Chair and such other duties as are assigned to him or her by the Board from time to time.

4.7 Vice Chair

In the event of the death of the Chair or his or her inability to act, the Vice Chair shall perform the duties of the Chair, except as may be limited by resolution of the Board, with all the powers of and subject to all the restrictions upon the Chair. The Vice Chair shall have, to the extent authorized by the Chair or the Board, the same powers as the Chair to sign deeds, mortgages, bonds, contracts or other instruments. The Vice Chair shall perform such other duties as from time to time may be assigned to him or her by the Chair or by the Board.

4.8 Secretary

The Secretary shall: (a) keep or cause to be kept minutes of meetings of the Board and any minutes which may be maintained by committees of the Board; (b) ensure that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) oversee custodianship of the corporate records of the nonprofit corporation; (d) ensure that records of the post office address of each Director and officer are kept; and (e) in perform such other duties as from time to time may be assigned to him or her by the Chair or the Board.

4.9 Treasurer

If requested by the Board, the Treasurer shall give a bond for the faithful discharge of his or her duties in an amount and with such surety or sureties as the Board may determine. The Treasurer shall oversee the financial operations of the nonprofit corporation and perform such other duties as from time to time may be assigned to him or her by the Chair or the Board.

3.19 Compensation

The Directors shall receive no compensation for their service as Directors but may receive reimbursement for reasonable expenditures incurred on behalf of the nonprofit corporation.

ARTICLE 4 OFFICERS

4.1 Number and Qualifications

The officers of the nonprofit corporation shall be a Chair, a Vice Chair, a Secretary and a Treasurer, each of whom shall be elected by the Board. Other officers and assistant officers may be elected or appointed by the Board, such officers and assistant officers to hold office for such period, have such authority and perform such duties as are provided in these Bylaws or as may be provided by resolution of the Board. Any officer may be assigned by the Board any additional title that the Board deems appropriate. Any two or more offices may be held by the same person, except the offices of Chair and Secretary.

4.2 Election and Term of Office

The officers of the nonprofit corporation shall be elected each year by the Board at the annual meeting of the Board. Unless an officer dies, resigns, or is removed from office, he or she shall hold office until the next annual meeting of the Board or until his or her successor is elected. An officer may serve more than one term in the same office, but no more than three consecutive terms in the same office.

4.3 Resignation

Any officer may resign at any time by delivering written notice to the Chair, the Vice Chair, the Secretary or the Board, or by giving oral or written notice at any meeting of the Board. Any such resignation shall take effect at the time specified therein or, if the time is not specified, upon delivery thereof and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

4.4 Removal

Any officer or agent elected or appointed by the Board may be removed, with or without cause, by the affirmative vote of at least a majority of the Board whenever in its judgment the best interests of the nonprofit corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

Attachment 11
Financial Framework



TO: Washington State Charter School Commission Staff

FROM: National Association of Charter School Authorizers (NACSA)

DATE: June 2, 2014

RE: Financial Performance Framework Initial Draft

This draft of the Washington State Charter School Commission Financial Performance Framework (FPF) developed by NACSA, in partnership with CliftonLarsonAllen (CLA), is included below. The starting point for the draft was NACSA's Core Financial Performance Framework (Core FPF), which is based on best practices in charter school and non-profit finance. We then reviewed publically available information related to Washington State charter law to determine if any of the measures in NACSA's Core FPF would need to be modified given Washington's legislative, political, and financial charter school environment. Some of the information that we reviewed includes:

- Publically available information from the Washington State Board of Education www.sbe.wa.gov/charters.php
- Publically available information from the Washington State Charter School Association www.wacharter.org
- Publically available information from the Washington State Governor's Office www.governor.wa.gov/issues/education/commission/
- [Initiative 1240](#)
- Spokane Public Schools Authorizer Application

Given that the law states that authorizers must develop and follow chartering policies and practices that are consistent with the principles and standards for quality charter authorizing developed by NACSA, our initial assessment is that the eight financial framework measures presented in the Core FPF should stand as is for Washington. Further, in its application, Washington's only approved school district authorizer, Spokane Public Schools, noted that it will use the NACSA performance framework to hold their charter schools accountable financially. However, we will work with the WSCSC to seek feedback from charter school and finance experts in Washington to ensure that the WSCSC FPF is an appropriate and effective accountability tool.

There is one relatively unique situation that has not yet been defined in Washington State. While it does not affect the FPF measure or targets, it is important to note that we may want to provide some clarification in the final draft FPF. Washington has indicated that charter schools require a state and nonprofit audit. Both government and nonprofits use fund accounting, so it does not affect the measures or targets. Each measure does list the sources of data needed to calculate the measure, but in many cases, that source simply states audited financial statement, balance sheet, or income statement. We will want to discuss how authorizers will obtain this information, i.e. will the state provide the information in a more usable format than each authorizer keying in the information from the audits? We will then want to clarify which audit the WSCSC will use to calculate each of the FPF measures in the sources section of the final draft.

An initial draft of the framework is included on the following pages. Specifically, we have included:

- a brief introduction
- each measure in detail including:
 - definition
 - overview
 - source of data
 - targets and basis for target levels
- a list of suggested follow-up actions

Washington State Financial Performance Framework - Initial Draft

Introduction

The Financial Performance Framework is an accountability tool that provides the Washington State Charter School Commission (WSCSC) with data necessary to assess the financial health and viability of charter schools in its portfolio on an ongoing basis and for the purposes of an annual review. The framework summarizes a charter school's current financial health while taking into account the school's financial trends over a period of three years. The measures are designed to be complementary. No single measure gives a full picture of the financial situation of a school. Taken together, however, the measures provide a comprehensive assessment of the school's financial health and viability based on a school's historic trends, near-term financial situation, and future viability.

There are eight measures used in the Washington FPF. Each is an indicator of either near-term financial health or longer-term financial sustainability:

- Current Ratio (Near-Term)
- Unrestricted Days Cash (Near-Term)
- Enrollment Variance (Near-Term)
- Debt Default (Near-Term)
- Total Margin (Sustainability)
- Debt to Asset Ratio (Sustainability)
- Cash Flow (Sustainability)
- Debt Service Coverage Ratio (Sustainability)

For each of the measures, we set targets based on authorizer best practices, industry standards, and ratios that truly reflect the health of the school in the Washington financial environment for charters. The WSCSC will use data from the year-end audited financial statements for each school to calculate each measure. These calculations are based on *all funds* of the school (not just the general fund) in order to depict the overall financial health of the school.

You'll note that a number of the measures have different targets for schools in their first or second year of operations. This is for two reasons, either a school with less than three years of operations will not have adequate trending data to meet the standard and/or we recommend slightly higher targets for newer schools on certain measures.

Within each annual reporting period, the Financial Performance Framework provides for an initial review and a follow-up assessment that together produce two ratings: a Preliminary Rating and a Final Rating. The Preliminary Rating indicates whether the school has met the standard for financial viability based on the Commission's initial review of financial information, which, for an annual review, will be drawn from the school's audited financials. The Final Rating documents the Commission's revised assessment based on more current financial information

and/or more detailed examination of the school's financial position, as needed.

Preliminary Ratings

The Preliminary Rating is either *Meets Standard* or *Pending Dialogue*. The *Meets* rating means that the information contained in the financials under review indicates that the school is meeting or exceeding the target for the standard in question. The *Pending* rating means that the school is not meeting the target based on the financials under review. A school that misses the standard on any one measure may or may not be at financial risk. It may be in immediate distress, financially trending negatively, both, or neither. There are two types of additional information that the Commission may need before assigning a Final Rating. The first is more current information. When conducting a year-end evaluation of a school's financials, the Commission will be reviewing audit numbers that are typically several months old by the time the audit has been finalized. The Commission's further analysis will often include review of current, unaudited financials. The second is more detailed information about the school's financial position to assess the reasons behind the failure to meet the standard. For example, a school might make a strategic long-term financial decision that results in it missing a standard in the near term. The Commission's follow-up will consider the more current and more detailed information to determine whether the Preliminary Rating is still applicable and the degree to which it is, in fact, an indication of financial risk or distress.

Final Ratings

The Final Rating is either *Meets Standard*, *Does Not Meet Standard*, or *Falls Far Below Standard*.

Meets Standard

A *Meets* rating indicates sound financial viability based on the overall financial record. Either the school has already met the standard based on the financials under review, the previous financial concerns that produced a preliminary *Pending* rating have been adequately remedied based on more current financial data, or the previous concerns have been adequately addressed based on additional information such that the WSCSC concludes that performance against the standard indicates sound financial viability.

Does Not Meet Standard

A *Does Not Meet* rating indicates that upon further review following a preliminary *Pending* rating, the Commission concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted. A *Does Not Meet* rating means that even based on more current financial information, the school is not currently meeting the standard, or concerns previously identified, although not currently manifested, have been of a depth or duration that warrants continued attention.

Falls Far Below Standard

A *Falls Far Below* rating indicates that upon further review following a preliminary *Pending* rating, the Commission identifies significant financial risk and has concerns about financial viability such that heightened monitoring and/or intervention are necessary. The school's rating will be based on both the most recent audited financials and more current unaudited financials. The Commission will also consider any relevant context for the school's financial position that informs the causes of the school's substantial shortcomings for the area in question. Appropriate monitoring and/or intervention will be determined, in part, by how the rating on the standard in question fits within the school's overall performance on the framework.

Measures

1.a. Current Ratio – Near Term Indicator

Definition: The current ratio depicts the relationship between a school’s current assets and current liabilities.

Overview: The current ratio measures a school’s ability to pay its obligations over the next twelve months. A current ratio of greater than 1.0 indicates that the school’s current assets exceed its current liabilities, thus indicating ability to meet current obligations. A ratio of less than 1.0 indicates that the school does not have sufficient current assets to cover the current liabilities and is not in a satisfactory position to meet its financial obligations over the next 12 months.

Source of Data: Audited balance sheet

Near Term	
1.a. Current Ratio: Current Assets divided by Current Liabilities	
Preliminary Rating	Final Rating (Following Additional Analysis)
<p>Meets Standard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Current Ratio is greater than or equal to 1.1 or <input type="checkbox"/> Current Ratio is between 1.0 and 1.1 <i>and</i> one-year trend is positive (current year ratio is higher than last year’s) <p><i>Note: For schools in their first or second year of operation to receive a “Meets Standard” rating, the current ratio must be greater than or equal to 1.1.</i></p>	<p>Meets Standard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Indicates sound financial viability based on the overall financial record.
<p>Pending Dialogue:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Current Ratio is between 1.0 and 1.1 <i>and</i> one-year trend is negative or <input type="checkbox"/> Current Ratio is less than or equal to 1.0 	<p>Does Not Meet Standard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted.
	<p>Falls Far Below Standard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission identifies significant financial risk and has concerns about financial viability such that heightened monitoring and/or intervention are necessary.

Guidelines for Target Level and Ratings: The general rule of thumb for a current ratio is that it should be a minimum of 1.0. An upward trend of a current ratio that is greater than 1.0 indicates greater financial health, hence the greater than or equal to 1.1 to meet standard. A current ratio less than 0.9 is a serious financial health risk, based on common standards.

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1.b. Unrestricted Days Cash – Near Term Indicator

Definition: The unrestricted days cash on hand ratio indicates how many days a school can pay its expenses without another inflow of cash.

Overview: The unrestricted days cash ratio indicates whether or not the school has sufficient cash to meet its cash obligations. Depreciation expense is removed from the total expenses denominator because it is not a cash expense.

Source of Data: Audited balance sheet and income statement. Note that if cash is restricted due to legislative requirements, donor restrictions, or others, the restriction should be listed in the audit.

Near Term	
1.b. Unrestricted Days Cash: Unrestricted Cash divided by ((Total Expenses- Depreciation Expense)/365)	
Preliminary Rating	Final Rating (Following Additional Analysis)
<p>Meets Standard:</p> <p><input type="checkbox"/> 60 Days Cash or <input type="checkbox"/> Between 30 and 60 Days Cash <i>and</i> one-year trend is positive</p> <p>Note: For schools in their first or second year of operation, they must have a minimum of 30 Days Cash to receive a “Meets Standard” rating.</p>	<p>Meets Standard:</p> <p><input type="checkbox"/> Indicates sound financial viability based on the overall financial record.</p>
<p>Pending Dialogue:</p> <p><input type="checkbox"/> Days Cash is between 30 and 60 days <i>and</i> one-year trend is negative or <input type="checkbox"/> Days Cash is below 30 days</p>	<p>Does Not Meet Standard:</p> <p><input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted.</p>
	<p>Falls Far Below Standard:</p> <p><input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission identifies significant financial risk and has concerns about financial viability such that heightened monitoring and/or intervention are necessary.</p>

Guidelines for Target Level and Ratings: At least one month’s of operating expenses cash on hand is a standard minimum measure of financial health of any organization. Due to the nature of charter school cash flow and the sometimes irregular receipts of revenue, a 60 day threshold was set for schools to meet the standard, though schools showing a growing cash balance from prior years and who have enough cash to pay at least one month’s expenses are also financially stable enough and show positive trending, therefore meeting standard. If a school has less than 15 days of cash on hand, they will not be able to operate for more than a few weeks without another cash inflow, and are at high risk for immediate financial difficulties.

1.c. Enrollment Variance – Near Term Indicator

Definition: Enrollment variance indicates whether or not the school is meeting its enrollment projections. As enrollment is a key (often the key) driver of revenue, variance is important to track the sufficiency of revenues generated to fund ongoing operations.

Overview: The enrollment variance depicts actual versus projected enrollment. A school budgets based on projected enrollment but is funded based on actual enrollment; therefore, a school that fails to meet its enrollment targets may not be able to meet its budgeted expenses. Though enrollment is not the singular driver of revenues for a school, it is highly correlated at a minimum. As school budgets are generally designed to match expenses with projected revenues, a poor enrollment variance is a substantial indicator of potential financial issues. It is critical to capture this information as early in the school year as possible to determine whether you may need to take action or intervene in some way.

Schools less than five years old may have greater fluctuations in their enrollment because they have not yet established themselves in the community. However, mature schools with large, unexplained fluctuations in enrollment may be in financial distress if they are not able to adjust accordingly. Often, financially stable schools will purposefully underestimate enrollment so that they may budget more conservatively.

Many authorizers in the field use enrollment variance as a way to not only evaluate a charter school’s financial health, but also to monitor how savvy the school’s board and management are at forecasting. Thus, while enrollment variance is a primary measure of financial health, it can also be seen as a secondary measure for organizational aptitude.

Source of Data:

- Projected enrollment – Charter school board-approved enrollment budget for the year in question
- Actual enrollment

Near Term	
1.c. Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	
Preliminary Rating	Final Rating (Following Additional Analysis)
<p>Meets Standard:</p> <p><input type="checkbox"/> Enrollment Variance equals or exceeds 95% in the most recent year</p>	<p>Meets Standard:</p> <p><input type="checkbox"/> Indicates sound financial viability based on the overall financial record.</p>
<p>Pending Dialogue:</p> <p><input type="checkbox"/> Enrollment Variance is below 95% in the most recent year</p>	<p>Does Not Meet Standard:</p> <p><input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted.</p>
	<p>Falls Far Below Standard:</p> <p><input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission identifies significant financial risk and has concerns about financial viability such that heightened monitoring and/or intervention are necessary.</p>

Guidelines for Target Level and Ratings: Enrollment variance less than 85 percent indicates that a significant amount of funding a school set its expense budget on is no longer available, and thus is at a

significant financial risk. Schools that achieve at least 95 percent of projected enrollment generally have the operating funds necessary to meet all expenses, and thus are not at a significant risk of financial distress.

1.d. Debt Default – Near Term Indicator

Definition: Debt default indicates if a school is not meeting debt obligations or covenants.

Overview: This metric addresses whether or not a school is meeting its loan covenants and/or is delinquent with its debt service payments. Additionally, a school that is holding employee 403b contributions to aid cash flow could be considered in default. A school which cannot meet the terms of its loan may be in financial distress. Dependent on the debt environment, the WSCSC may consider a school in default only when it is not making payments on its debt, or when it is out of compliance with other requirements in its debt covenants. Because there are no schools in operations as of yet in Washington, it is not yet known what the debt environment will be. The Commission will have to monitor the debt environment to determine if violations of debt covenants should be considered qualifications for falling below or far below standards.

Source of Data: Notes to the audited financial statements

Near Term	
1.d. Default	
Preliminary Rating	Final Rating (Following Additional Analysis)
<p>Meets Standard:</p> <p><input type="checkbox"/> School is not in default of loan covenant(s) and/or is not delinquent with debt service</p>	<p>Meets Standard:</p> <p><input type="checkbox"/> Indicates sound financial viability based on the overall financial record.</p>
<p>Pending Dialogue:</p> <p><input type="checkbox"/> School is in default of loan covenant(s) and/or is delinquent with debt service</p>	<p>Does Not Meet Standard:</p> <p><input type="checkbox"/> Upon further review following a preliminary Pending rating, the Commission concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted.</p>
	<p>Falls Far Below Standard:</p> <p><input type="checkbox"/> Upon further review following a preliminary Pending rating, the Commission identifies significant financial risk and has concerns about financial viability such that heightened monitoring and/or intervention are necessary.</p>

Guidelines for Target Level and Ratings: Schools that are not meeting financial obligations, either through missed payments or violations of debt covenants, are at risk of financial distress. As mentioned in the overview section, the Commission will have to continue to monitor the debt environment to determine if violations of debt covenants should be considered qualifications for falling below or far below standards.

2.a. Total Margin and Aggregated Three-year Total Margin – Sustainability Indicator

Definition: Total margin measures the deficit or surplus a school yields out of its total revenues; in other words, whether or not the school is living within its available resources.

Overview: The total margin measures if a school operates at a surplus (more total revenues than expenses) or a deficit (more total expenses than revenues) in a given time period. The total margin is important to track as schools cannot operate at deficits for a sustained period of time without risk of closure. Though the intent of a school is not to make money, it is important for charters to build, rather than deplete, a reserve to support growth or sustain the school in an uncertain funding environment.

The aggregated three-year total margin is helpful for measuring the long-term financial stability of the school by smoothing the impact of single-year fluctuations on the single year total margin indicator. The performance of the school in the most recent year, however, is indicative of the sustainability of the school, thus the school must have a positive total margin in the most recent year to meet standard.

Source of Data: Three years of audited income statements

Sustainability	
2.a. Total Margin: Net Income divided by Total Revenue	
Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues	
Preliminary Rating	Final Rating (Following Additional Analysis)
<p>Meets Standard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Aggregated Three-Year Total Margin is positive <i>and</i> the most recent year Total Margin is positive or <input type="checkbox"/> Aggregated Three-Year Total Margin is greater than -1.5%, the trend is positive for the last two years <i>and</i> the most recent year Total Margin is positive <p><i>Note: For schools in their first or second year of operation to receive a “Meets Standard” rating, the cumulative Total Margin must be positive.</i></p>	<p>Meets Standard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Indicates sound financial viability based on the overall financial record.
<p>Pending Dialogue:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Aggregated Three-Year Total Margin is greater than -1.5%, but trend does not meet standard or <input type="checkbox"/> Aggregated Three-Year Total Margin is less than or equal to -1.5% or <input type="checkbox"/> The most recent year Total Margin is less than -10% 	<p>Does Not Meet Standard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted. <p>Falls Far Below Standard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission identifies significant financial risk and has concerns about financial viability such that heightened monitoring and/or intervention are necessary.

Guidelines for Target Level and Ratings: General preference in any industry is that total margin is positive, but organizations can make strategic choices to operate at a deficit for a year for a large capital expenditure or other planned expense. The targets set allow for flexibility over a three-year timeframe in the aggregate total margin, but require a positive total margin for the current year to meet standard. A margin in any year of less than -10 percent or an aggregate three-year total margin less than -1.5 percent is an indicator of financial risk.

2.b. Debt to Asset Ratio – Sustainability Indicator

Definition: The debt to asset ratio measures the amount of liabilities a school owes versus the assets they own; in other words, it measures the extent to which the school relies on borrowed funds to finance its operations.

Overview: The debt to asset ratio compares the school’s liabilities to its assets. Simply put, the ratio demonstrates what a school owes against what it owns. A lower debt to asset ratio generally indicates stronger financial health.

Source of Data: Audited balance sheet

Sustainability	
2.b. Debt to Asset Ratio:	
Total Liabilities divided by Total Assets	
Preliminary Rating	Final Rating (Following Additional Analysis)
<p>Meets Standard:</p> <p><input type="checkbox"/> Debt to Asset Ratio is less than 0.90</p>	<p>Meets Standard:</p> <p><input type="checkbox"/> Indicates sound financial viability based on the overall financial record.</p>
<p>Pending Dialogue:</p> <p><input type="checkbox"/> Debt to Asset Ratio is greater than or equal to .90</p>	<p>Does Not Meet Standard:</p> <p><input type="checkbox"/> Upon further review following a preliminary Pending rating, the Commission concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted.</p>
	<p>Falls Far Below Standard:</p> <p><input type="checkbox"/> Upon further review following a preliminary Pending rating, the Commission identifies significant financial risk and has concerns about financial viability such that heightened monitoring and/or intervention are necessary.</p>

Guidelines for Target Level and Ratings: A debt to asset ratio greater than 1.0 is a generally accepted indicator of potential long-term financial issues, as the organization owes more than it owns, reflecting a risky financial position. A ratio less than 0.9 indicates a financially healthy balance sheet, both in the assets and liabilities, and the implied balance in the equity account.

2.c. Cash Flow – Sustainability Indicator

Definition: The cash flow measure indicates a school’s change in cash balance from one period to another.

Overview: Cash flow indicates the trend in the school’s cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year to year can have a long-term impact on a school’s financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. Similar to total margin, this measure is not intended to encourage amassing resources instead of deploying them to meet the mission of the organizations, but rather to provide for stability in an uncertain funding environment.

Source of Data: Three years of audited balance sheets

Sustainability	
2.c. Cash Flow	
Multi-Year Cash Flow = (Year 3 Total Cash) – (Year 1 Total Cash) One-Year Cash Flow = (Year 2 Total Cash) – (Year 1 Total Cash)	
Preliminary Rating	Final Rating (Following Additional Analysis)
<p>Meets Standard:</p> <input type="checkbox"/> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year or <input type="checkbox"/> Multi-Year and most recent year Cash Flows are positive or <input type="checkbox"/> One-Year Cash Flow is positive (schools in their second year of operation) <p><i>Note: This measure is not applicable for schools until their second year of operations. For schools in their second year of operation to receive a “Meets Standard” rating, they must have positive one-year cash flow. The multi-year cash flow calculation is not applicable until a school’s third year of operations.</i></p>	<p>Meets Standard:</p> <input type="checkbox"/> Indicates sound financial viability based on the overall financial record.
<p>Pending Dialogue:</p> <input type="checkbox"/> Multi-Year Cumulative Cash Flow is positive, but trend does not meet standard or <input type="checkbox"/> Multi-Year Cumulative Cash Flow is negative	<p>Does Not Meet Standard:</p> <input type="checkbox"/> Upon further review following a preliminary Pending rating, the Commission concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted. <p>Falls Far Below Standard:</p> <input type="checkbox"/> Upon further review following a preliminary Pending rating, the Commission identifies significant financial risk and has concerns about financial viability such that heightened monitoring and/or intervention are necessary.

Guidelines for Target Level and Ratings: A positive cash flow over time generally indicates increasing financial health and sustainability of a charter school.

2.d. Debt Service Coverage Ratio – Sustainability Indicator

Definition: The debt service coverage ratio indicates a school’s ability to cover its debt obligations in the current year.

Overview: This ratio measures whether or not a school can pay the principal and interest due on its debt based on the current year’s net income. Depreciation expense is added back to the net income because it is a non-cash transaction and does not actually cost the school money. The interest expense is added back to the net income because it is one of the expenses an entity is trying to pay, which is why it is included in the denominator.

Source of Data:

- Net income: audited income statement
- Depreciation expense: audited cash flow statement
- Interest expense: audited cash flow statement and/or income statement
- Annual principal and interest obligations: provided from the school

Sustainability	
2.d. Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	
Preliminary Rating	Final Rating (Following Additional Analysis)
<p>Meets Standard: <input type="checkbox"/> Debt Service Coverage Ratio is equal to or exceeds 1.1</p>	<p>Meets Standard: <input type="checkbox"/> Indicates sound financial viability based on the overall financial record.</p>
<p>Pending Dialogue: <input type="checkbox"/> Debt Service Coverage Ratio is less than 1.1</p>	<p>Does Not Meet Standard: <input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted.</p>
	<p>Falls Far Below Standard: <input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission identifies significant financial risk and has concerns about financial viability such that heightened monitoring and/or intervention are necessary.</p>

Guidelines for Target Level and Ratings: Debt Service Coverage Ratio is commonly used as a debt covenant measure across industries. A ratio of 1.10 or greater is industry standard for identifying organizations healthy enough to meet obligations and generate a surplus.

Follow-Up/Additional Information to Request

Measure	Additional Information to Request	Look For
1.a Current Ratio	Monthly financial statements	Monthly current ratio trending upwards
1.b Days Cash	Actual to-date cash flow and cash flow projections through the end of the fiscal year. Monthly financial statements	Increases in unrestricted cash and days cash on hand approaching the target <i>Note: It is important to review the cash flow monthly due to irregular funding streams</i>
1.c Enrollment Variance	Budget revised to reflect lower enrollment Monthly (new) budget variance reports	Budget demonstrates a net surplus and few, if any, variances are present <i>Note: Review that the school has adjusted staffing expenses to align with enrollment</i>
1.d Debt Default	Copies of default-related documents the school received from the lender	Proof that the school is no longer in default, the lender has waived covenants, or the school has a plan to meet the covenants
2.a Total Margin	Revised budget Monthly (new) budget variance report	Budget demonstrates a net surplus and few, if any, variances are present
2.b Debt to Asset Ratio	Action plan and updated budget to increase the school's Net Assets Monthly financial statements	Monthly debt to asset ratio trending upwards Alignment between the action plan, budget, and financial statements
2.c Cash Flow	Actual to-date cash flow and cash flow projections through the end of the fiscal year	Increases in cash balance over the course of the year
2.d Debt Service Coverage Ratio	Revised budget Monthly (new) budget variance report	Budget demonstrates a net surplus such that the debt service coverage ratio is greater than 1.1

Proposal Narrative Template

Specifications

- Observe all page limits. Attachments are not included in the page limits, and should not be included in this document, but rather uploaded individually as directed in the online application submission portal.
- Add the full name of your school to the footer of this document so that it appears on all pages.
- This document must be typed with 1-inch page margins and 12-point font, single-spaced. Use the boxes provided to type your responses.
- Each major section (Executive Summary, Educational Program Design and Capacity, etc.) **must** begin on a separate page.
- If a particular question does not apply to your team or proposal, respond “Not Applicable,” **and briefly explain why the question is not applicable to your team or proposal.**
- **Do not delete or modify questions, tables, or sections (including changing font sizes) unless specifically instructed in this document.**
- When you have completed your response and verified that all formatting requirements are met, save your document as a PDF file. **Name your file according to this convention: OPERATORNAME.Narrative.pdf.** Upload your PDF file to the online application submission portal.

Please keep in mind that your application is a professional document. The quality of the document that you submit should reflect the quality of the school that you propose to open. Evaluation Teams will be able to navigate well-organized, effectively-edited documents easily, thereby focusing their energy on reviewing the content of the application. Grammar, spelling, and formatting all make an impression on an evaluator.

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 scholars 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, scholars’ anticipated educational needs, and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and student body. Identify any enrollment priorities on which the program is based consistent with applicable restrictions on enrollment eligibility and selection.

3. Education Plan/School Design. Provide an overview of the education program of the proposed school, including major instructional methods and assessment strategies and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population and how the school would achieve its goals.

4. Community Engagement. Describe the relationships that you have established to generate community engagement in and support for the proposed school and how you have assessed demand and/or solicited support for the school. Briefly describe these activities and summarize their results.

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

Mission and Vision

Rainier Prep is a rigorous, college preparatory, public 5th-8th grade school located in South King County. We value diversity and challenge scholars’ thinking through deep authentic learning, and we personalize learning in math and literacy to accelerate student learning. Our mission is to enroll every graduating 8th grader into a college prep high school program, to prepare every scholar to excel at a four-year college, and, ultimately, to ensure that every scholar is ready to serve as a leader in their community.

Rainier Prep is committed to creating an outstanding public charter school that achieves

radically different outcomes for diverse scholars, many of whom come from families in poverty, and to being a collaborative partner in creating outstanding public schools for the success of all children in Washington State.

Values and Beliefs

The core values that drive Rainier Prep’s educational program are urgency, curiosity, collaboration, initiative, and grit. We believe in partnering closely with families and communities to foster a growth mindset of continuous improvement in all scholars.

Educational Need and Anticipated Student Population

Washington State ranks 46th out of 50 states in the percent of high school graduates who enroll in college, and its college graduation rates are even lower.¹ In South King County, four of every ten black, Latino, and low-income scholars are dropping out of high school, further diminishing the likelihood of a college education.² Rainier Prep’s target geography will be the Cascade/Chinook/Showalter Middle School feeder pattern, located within the Highline/Tukwila³ school districts. Reduced and free lunch rates in this area vary from 70-86%,⁴ with many resident students who will be the first in their families to graduate from college.

The table below shows the rich diversity of our target population. 15-38 percent of middle school scholars qualify for ELL services. The percentage of students who qualify for ELL services is significantly higher at feeder elementary schools, indicating many middle school students have likely transitioned out of ELL services, though they speak another language at home. Mobility rates among families are high due to poverty, poor housing conditions, changes in work, and recent arrival to the country with temporary support from a sponsor. Other nonacademic challenges in this area are unstable housing, immigration status, language skills, acculturation, trauma, substance abuse, and violence.

Student Demographics for Target Population and Geographic Area⁵

School Name	Student Count	% Black	% Asian and PI	% Latino	% White	% Low income	% ELL	% Sped
Cascade Middle	580	12%	23%	36%	15%	86%	16%	18%
Showalter Middle	619	19%	29%	26%	12%	76%	26%	9%

¹ “State College-Going: Sinking, Not Treading Water,” Tacoma News Tribune, September 24, 2012.

² OSPI Report Card, October 2013.

³ While Rainier Prep hopes to locate in Highline Public Schools boundaries, some of the facilities under consideration are close to the Tukwila and Seattle School District boundary line. Showalter Middle is located in Tukwila School District, which borders the Highline Public School District and is a likely feeder to our school.

⁴ OSPI Report Card, September 2013.

⁵ OSPI Report Card, September 2013.

Chinook Middle	535	15%	15%	39%	15%	83%	15%	23%
Highline S.D.	18,281	11%	18%	36%	25%	70%	22%	15%
Tukwila S.D.	2,967	19%	31%	26%	15%	77%	38%	9%

The chart below shows the current student performance in the Highline/Tukwila geographic area. This low-income population embodies the definition of “at risk” as prioritized by the charter law. Addressing the high dropout rate and other inequitable outcomes for these scholars is at the core of our mission.

Percent of Scholars Passing the M.S.P. Exam and Graduation Rates, 2012-2013⁶

School Name	6 th Grade Reading	6 th Grade Math	7 th Grade Reading	7 th Grade Math	8 th Grade Reading	8 th Grade Math	High School Graduation Rate
Cascade Middle	--	--	55%	51%	48%	44%	--
Chinook Middle	--	--	55%	53%	49%	61%	--
Showalter Middle	63%	41%	45%	38%	48%	29%	--
Highline S.D.	61%	58%	51%	57%	58%	47%	68%
Tukwila S.D.	63%	41%	45%	38%	48%	29%	70%

Adjusted 5-Year Cohort Graduation Rate⁷

District	All	Black	Asian / Pac Isl.	Hispanic / Latino	White	Low Income	Limited English	Special Education
Highline	68.5%	59.9%	73.6%	55.7%	77.9%	64.8%	47.9%	52.0%
Tukwila	70.0%	67.3%	80.4%	54.5%	81.4%	68.8%	62.5%	53.3%

Approximately four in ten children in our targeted population do not graduate from high school, with even lower graduation rates for certain subgroups. Achievement decreases over scholars’ middle school careers, and by the 8th grade, with the exception of math at Chinook Middle School, less than half of all scholars have reached academic proficiency in math or reading. Rainier Prep’s goal is for 100% of our scholars to leave middle school prepared to excel

⁶ OPSI Report Card, September 2013.

⁷ OPSI Report Card, October 2013.

in and graduate from high school and to then attend and graduate from a four-year college.

Educational Plan Overview / School Design

Rainier Prep will follow a four-year middle school model, which will provide the time to build skills and relationships to prepare scholars for enrollment in a college track in high school. The school structure and budget were designed to meet the specific needs of our targeted population that draws on best practices from around the country.⁸

Our education model was created to engage all scholars in a rigorous college preparatory curriculum. Attachment 5, the weekly schedule may help the reader to get a snapshot of the day. A student's day will be divided into three main parts:

1. Foundational Skills (Literacy and Math)
2. Inquiry (Science, Social Studies, Literacy, Media Arts, and Technology)
3. Enrichment (Arts, World Languages, Physical Activities)

Foundational Skills: Foundational literacy and math skills will be taught at each scholar's skill level, using technology to personalize daily online learning for scholars and guided small group instruction from highly qualified teachers. This approach will allow scholars to build a solid foundation in these core areas, regardless of entry level. Scholars who arrive below grade level will be offered intervention to ensure learning is accelerated in order to meet standards.

Inquiry: Heterogeneous groups of scholars will collaborate on integrated projects called "challenges" that generate critical thinking and promote authentic learning. Through in-depth exploration of topics, scholars will simultaneously nurture a love of learning and develop the skills that will prepare them for global citizenship in the 21st century. The development of these skills will be the key to preparing scholars to be leaders within the community.

Enrichment: As one way to build the leadership skills of curiosity, collaboration, initiative, urgency, and grit, scholars will engage in an enrichment period every day. Scholars will choose physical activities such as soccer, dance, and basketball; they will learn a world language, and/or they will participate in theater, visual arts, or music activities each afternoon. They will be exposed to a wide variety of activities to help them discover their passion. Enrichment builds on the core values and seeks to develop the whole child, beyond foundational academic skills. It is a time of day for play and exploration.

Community Engagement

Rainier Prep is excited about the level of community and family support that has been generated for the proposed school in the last three months. Since August 2013, Rainier Prep's school leader has met 1:1 with numerous individuals and families in the Highline/South King County community, and we have held six public meetings in the last two months with families and communities to get feedback on our model. Below is a description of the group community outreach events conducted prior to the submission of the charter. Interest from community

⁸ Mission, vision, and start up plan based on study of and visits to high performing charters such as Denver School of Science and Technology (DSST), KIPP, Uncommon Schools, and Summit Public Schools.

based organizations, families, and scholars is growing. See Attachment 9 for letters of support and evidence of community engagement. Rainier Prep sees these efforts as the start of a broader community outreach strategy, which is outlined in the family and community involvement section.

Community Engagement Events

Date	Audience	Location	City
October 10	Families	Valley View Library	SeaTac
October 17	Community Based Leaders	Greenbridge	Seattle
October 26	Families	Tukwila Library	Tukwila
November 2	Families	Burien Library	Burien
November 14	Greenbridge Residents	Greenbridge	Seattle
November 16	Families and Community	Burien Community Center	Burien

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.

Current Job Title and Employer	Position with Proposed School	Full Name
Senior Fellow, WA State Charter Schools Association	School Leader	Maggie O’Sullivan
Dean and Vice Provost, University of Washington	Board Member	Ed Taylor
Senior Vice President Web Services, Amazon	Board Member	Andy Jassy
Historian in Residence, Community Volunteer	Board Member	Joan Hsiao
Associate Director, UW Center for Educational Leadership; Former Highline Executive Director High Schools	Board Member	Max Silverman
Senior Program Officer, Bill and Melinda Gates Foundation	Board Member	Adam Porsch

6. Enrollment Summary

Complete the following table, removing any rows for grades the school will not serve during the term of the charter. Number of scholars must include the minimum and maximum planned enrollment per grade per year.

Enrollment Plan

Grade Level	Number of Students					
	Year 1 2015	Year 2	Year 3	Year 4	Year 5	At Capacity 2017
5	108	100	100	100	100	100
6	108	108	100	100	100	100
7		108	108	100	100	100
8			108	108	100	100

Describe the rationale for the number of scholars and grade levels served in year one and the basis for the growth plan illustrated above.

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

Rainier Prep will open with 5th and 6th grade cohorts and add a grade level each year until reaching capacity. Each year thereafter, Rainier Prep will accept a new class of 5th graders and scholars in any grade where there is space. Rainier Prep studied schools of different sizes and concluded that four sections of scholars provides diversity, flexibility, and opportunities for teacher collaboration, and ensures each child’s needs are known by his/her teachers. We are starting with two grades to make sure that we are a financially viable and will grow one year at a time per recommendations by experienced, successful charter operations such as Denver School of Science and Technology (DSST), Summit Public Schools, and KIPP. We will start with slightly more students per grade level in Year 1 to ensure a responsible budget and will move to a model of 100 students per grade level.

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

Section 1. Educational Program Design and Capacity

(25 pages)

Program Overview

Summarize the education program, including primary instructional methods and assessment strategies, and any non-negotiable elements of the school model. Briefly describe the evidence that promises success for this program with the anticipated student population. Highlight the culturally responsive aspects of the program.

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

Rainier Prep’s Founder Maggie O’Sullivan, along with design team members, studied high poverty, high performing schools that are beating the odds and achieving excellent student outcomes.⁹ Rainier Prep created a model that takes known best practices and applies them to our unique Northwest context to create a next generation, high performing school that meets the needs of the school’s diverse population.

The education program has three main components: **Foundations, Inquiry, and Leadership**. All areas of the program support one of these three components:

Foundations are two core content classes of Math and English Language Arts (ELA/ reading and writing). Scholars will attend foundation classes with content expert teachers for at least 90 minutes per day for both ELA and Math. These classes will focus on accelerating all scholars in their foundational skills so they are prepared for accelerated classes such as honors, AP, or IB in high school. Foundations classes will use a variety of instructional strategies with an emphasis on direct instruction, a small group rotational blended model, and workshops. Rainier Prep will use curriculum developed by content experts for Foundations classes.

Inquiry times will address the content areas of science, social studies, technology, and media arts. Scholars will learn the content through project-based, real world learning through a series of “challenges.” Units of study and aligned challenges will be developed by Rainier Prep teachers prior to launch based on Common Core State Standards, Next Generation Science Standards, and the skills, such as collaboration and innovation, that employers report are most important for success in today’s workplace.¹⁰

Leadership will be built in throughout the entire day. Staff will teach specific leadership skill development through scholar retreats, advisory, and enrichment classes. Rainier Prep will prepare our scholars for success by developing curiosity, collaboration, urgency, initiative, and grit. Given the rich diversity of the community that Rainier Prep will serve, the leadership component is layered with a social justice emphasis. Scholars will learn about concepts like institutional versus internal racism, code switching, classism, homophobia, and stereotype threat. Scholars will gain a deeper understanding of their own identity and how issues of race,

⁹ Successful educational programs studied include DSST (Denver School of Science and Technology, Summit Public Schools, and the Preuss School.)

¹⁰ Wagner, Tony, “Educating the Next Steve Jobs,” Wall Street Journal, April 12, 2012.

class, and power play out on a college campus and in the workforce.

Throughout all three components, Rainier Prep will focus on personalizing learning. A tailored approach to scholars' skills and interests makes the learning process more engaging and helps accelerate scholar growth. Personalization also gives the flexibility to serve all scholars, no matter the skill level, through daily advisory, a personalized learning plan with specific goals, small group work, and the use of technology to allow scholars to work at their level.

Curriculum and Instructional Design

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all scholars 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 scholars.
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 scholars.

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

Basic Learning Environment

The school day will be from 8:30 am - 5:00 pm to provide extended learning time for our scholars. It may help the reader to see Attachment 5 with the weekly schedule to picture how the school day unfolds. Each grade level will have four sections with approximately 25 scholars in each class. Within each grade level, the group will be divided in half with two teachers sharing responsibility for 50 scholars. The two teachers of each cohort will have the flexibility to adjust scholars from section to section based on scholar need. Scholars will begin the day with advisory, which will be a time for scholars to set goals, work on social-emotional development, and learn about leadership. Scholars will end their day in Learning Lab, which provides a chance to check in on goals met, organize homework, and reflect on the day. Advisory and Learning Lab will bookend each day and provide additional, personalized support for all scholars.

Curriculum

Each subject area will have a scope and sequence, a course map, unit plans, and lesson plans organized around essential questions and priority standards. Rainier Prep will implement both

vertical alignment of subject areas from one grade to the next and horizontal, cross content alignment from subject area to subject area within each grade level. Foundations Classes will use curriculum that has been developed by outside experts. Inquiry Classes and the Leadership Component curriculum will be developed by founding teachers and curriculum experts prior to the start of school. The standards and Rainier Prep's mission of college completion and leadership development guide all work, so curricular choices will be regularly evaluated and revised as better curriculum and resources emerge.

Foundations Curriculum

Math Courses

Math is considered by many to be the gate-keeper to higher education.¹¹ As a result, we focus attention on ensuring acceleration in math for all scholars. Rainier Prep will use the eight Mathematical Practices from the Common Core State Standards (CCSS) as the guide for all math courses. The Mathematical Practices develop scholars' mathematical thinking and ensure that scholars are able to apply math knowledge, not just plug numbers into a formula or recite facts. Rainier Prep plans to use the scope and sequences, the curriculum map and the units (modules) from Engage New York.¹² Staff will use the New York sequence with the understanding that the plan is to accelerate scholars in 5th-7th grades so all scholars complete Algebra by the end of 8th grade. In addition to Engage NY, staff may use resources like Glencoe Mathematics or My Math to support core instruction.

In addition to the core curriculum, Rainier Prep will strategically use software to develop and reinforce scholars' math skills. During math class, Rainier Prep will use the rotational model of blended learning with some scholars working on computers while others are working with the teacher in a small group. Rainier Prep is planning to use DreamBox, STMath, or a similar program based on studies of blended learning models serving a similar scholar population.¹³ These programs will provide skill-building options which are not language-based, ideal for English Language learners. For the scholars, who are advancing quickly with their math skills, they will access resources like i-ready, Summit Public Schools open source playlists, Khan Academy, etc.

ELA: English Language Arts Courses will focus on teaching the foundations of reading and writing. Rainier Prep will base instruction on high quality, culturally diverse texts with a balance of both fiction and nonfiction. Rainier Prep will use a Readers and Writers Workshop model developed by Teacher's College.¹⁴ The Readers and Writers Workshop will be modified to ensure that ELL scholars and scholars who are significantly behind get the direct instruction they need to be successful as well as the vocabulary development. This will be accomplished in part through small, guided reading groups that teach specific skills and strategies.¹⁵ All scholars will be expected to read from a minimum of two texts throughout a given day. Scholars will

¹¹ Moses, Bob and Cobb, Charles, Radical Equations, 2002.

¹² <http://www.engageny.org/mathematics>

¹³ <https://www.edsurge.com/st-math>; Study of Rocketship Public Schools and Summit Public Schools

¹⁴ Modified Readers and Writers Workshop as evidenced by Mercer Middle School in Seattle.

¹⁵ Fountas and Pinnell, Guided Reading: Good First Teaching for All Scholars, Heinemann, 1996.

have an independent “choice” book at all times, and they will track their completed books in a personal book log. They will also have at least one teacher-assigned text which will unite the group instruction times and build important skills. Fluency and decoding components will be added for scholars who need that reading skill development.

In addition to the traditional workshop model, scholars will have a blended learning component using the rotational model, rotating to a computer station to work on reading or writing to support their literacy development. This might include using software like i-ready, an adaptive software that personalizes instruction to each scholar’s reading level, using a teacher-directed fluency development activity for repeated reading practice. This personalized computer time will provide some of the skill acceleration needed since the computer can adapt and fill gaps in phonics or basic literacy that some of the scholars will need as well as reinforce scholars’ technology skills.

Inquiry Curriculum (science, social studies, media arts, technology)

The Inquiry Class is where scholars learn about science, social studies, media arts, technology, and ELA in an integrated course. We plan to use the Buck Institute’s planning tools to create our course maps and unit plans.¹⁶ Each unit focuses on an essential question and has priority standards and a culminating product or a performance opportunity, which we have named as a “challenge.”

Inquiry classes will be organized around these challenges, which may be individual, partner or group in nature. They will require scholars to create a tangible product or present their learning to an audience. All challenges will be based on the standards and designed to demonstrate deeper learning about academic content and 21st century leadership skills. Challenges will largely focus on science and social studies content but will be integrated across all curriculum areas.¹⁷

Students, especially in middle school, need to see the connection between the learning inside the classroom and the real world. This connection increases motivation to learn the content.¹⁸ Staff at Rainier Prep will plan lessons with this in mind and will be explicit with scholars about the connectedness of the learning by presenting real world situations, problems, and projects. For example, scholars will learn by applying the scientific method to hands-on experiments, by creating a video on an issue in the community, by communicating with e-mentors in a field of interest to the child, and by teaching topics to younger scholars. All major challenges will be developed prior to the course beginning. Each challenge will have a rubric, model projects, check points for success and direct instruction lessons to support deep authentic learning. As scholars increase their skill level, teachers will use the gradual release method to provide increased independence for scholars as they show readiness.

¹⁶ Buck Institute, <http://www.bie.org/tools/freebies>, October 27, 2013.

¹⁷ “21st Century Skills in the Workplace,” Microsoft Partners in Learning and Pearson Foundation by Gallup, May 28, 2013.

¹⁸ Meta-Analysis of PBL Outcomes, <http://www.bie.org/research/study/meta>

Leadership Curriculum

The curriculum for leadership development will be used throughout all non-academic time. Scholars will develop leadership skills and college readiness skills centered on our core values of curiosity, collaboration, initiative, grit and urgency. Staff will use the research of Carol Dweck and Angela Duckworth to inform instructional decisions. All design team members will read Paul Tough's How Children Succeed. In addition to the non-cognitive skills, there will be explicit instruction on organizational and study skills necessary for college and rigorous high school program success such as the International Baccalaureate program. Staff will teach planning, note taking, and materials organization similar to AVID through Advisory and Learning Lab and then this will be reinforced in all other classes.

Rainier Prep believes in a balanced approach to curriculum and has created an educational program that uses the best curriculum and methods available to date. Since Rainier Prep is an outcomes-focused school, curricular modification will occur as new research on what works best emerges. Curriculum will be selected that shows outstanding results on state and college readiness assessments. Rainier Prep seeks to develop critical thinking and analysis skills which will authentically prepare scholars to be college ready and to become leaders in their communities

Rainier Prep approaches curricular and instructional choices with an outcomes-driven lens and will adjust our curriculum and strategies if they are not getting results for scholars. Rainier Prep knows that one size does not fit all, so staff will need to build in ways for scholars to access, process and show information differently in order to build each of their skills.

As outlined above, much of the Foundations math, reading and writing curriculum is already developed. Phase II of our Design Team will create the Inquiry and Leadership Curriculum as well as supplemental materials for the Foundations classes, between February 2014 – May 2015. (See Attachment 3 for more detail.) Rainier Prep will select Design Team Phase II members, which will be a combination of volunteers and paid teachers and curriculum experts. Rainier Prep has set aside \$40,000 in the budget for this curriculum development. The School Leader will be responsible for the coordination and leadership of this work. The School Design Team Phase II will do the work. Rainier Prep believes that a balanced combination of whole group, small group and 1:1 instruction is the most effective way to meet the needs of every child.

Instructional Methods

Whole Group

The two main whole group methods to be used are Direct Instruction and Socratic Method.

Direct Instruction

Certain skills and concepts are taught most efficiently through direct whole group instruction. With direct whole group instruction, the goal is to provide an intense focus on the most important skills. We accelerate scholars' learning by carefully controlling the features of curriculum design and instructional delivery. Much of the success of direct instruction results from careful intentional planning which instructors at Rainier Prep focus on no matter which

instructional method they are using. Teachers will use the methods described in Doug Lemov's *Teach Like a Champion* (2010) in order to have a consistent, quality approach to direct instruction. In the last 10 years we have gotten significantly better at teaching teachers to use direct whole group instruction with kids in poverty through the work of schools like Uncommon Schools and KIPP. In 2010, Guido Schwerdt and Amelie Wupperman, of the University of Munich, in an empirical study, found that 8th grade scholars learned 3.6% of a standard deviation more in math and science if the teacher spent 10% more time on direct instruction.¹⁹

Socratic Seminars: Socratic Method will be used to develop student oral communications, reading, and critical thinking skills. "The Socratic method of teaching is a student-centered approach that challenges learners to develop their critical thinking skills and engage in analytic discussion."²⁰ In order to prepare scholars for the rigors of college and leadership, staff will teach them how to read a complex text closely and how to discuss the text using evidence to create a convincing argument. Scholars will learn to ask thoughtful questions, listen closely to their fellow scholars and build on others ideas citing evidence from the text to support their reasoning. The Socratic method will be used in both Inquiry and ELA Foundations.

Small Group

Small group work is subdivided into two categories. One is "*group work*," which is based on a project or concept where the scholars must work together to learn a skill or accomplish a task. The other small group work is "*flexible teacher-guided small group instruction*," which is specifically designed based on scholars' need for personalized skill development.

Group Work

Rainier Prep instructors will be trained in Complex Instruction (C.I.), to guide the work of scholars on challenges within the inquiry classes. Complex Instruction is a specific form of group work that evolved from over 20 years of research at the Stanford School of Education. The goal of C.I. is to provide academic access and success for all scholars 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 scholars in each group. In most cases the scholars are in mixed skill level groups. Tasks are designed so that all scholars in the group will have multiple access points. Group members are also assigned specific roles within the group like facilitator, recorder, materials manager, and timekeeper. All scholars are responsible for an individual summative assignment or product to demonstrate their own learning. The advantages for Complex Instruction for scholars include learning how to work well in teams, how to communicate their ideas to others, how to help others understand ideas, and how to better understand complex processes. All of these are critical 21st century workplace and leadership skills. Group work tasks will also highlight different scholars' skills so that each scholar will have an opportunity to contribute in a meaningful way.²¹

Guided Small Group Instructional/Rotational Blended Model

¹⁹ http://www.hks.harvard.edu/pepg/PDF/Papers/PEPG10-15_Schwerdt_Wuppermann.pdf

²⁰ Coffey, Heather The Socratic Method, Learn NC, <http://www.learnnc.org/lp/pages/4994>, Oct 20, 2013.

²¹ Goodlad, John and Elizabeth Cohen, *Designing Groupwork: Strategies for the Heterogeneous Classroom*, Teachers College Press, 1994.

During Foundations classes of ELA and Math, teachers will use guided small group instruction during part of their lesson. This instructional method is actually the combination of two different methods that complement each other well. It takes the known best practice of guided reading²² and innovation of the blended learning rotational model to create a classroom environment where scholars are getting personalized instruction both from the computer and from the teacher.

Scholars will be divided into flexible rotational groups which will change based on scholars' needs. For example, scholars might be separated into two groups for one period during the day. Group 1 will spend the first half of class with the teacher, who will provide a structured, direct instruction lesson on solving multi-step problems involving ratio and percentages. Group 2 will spend this time on their laptops working on specific problems and/or reading/listening to explanations of standards that they have not yet mastered. Mid-way through the groups will switch activities. Group 2, who has already mastered the standard for ratio and percentages, might work with the teacher on properties of square roots and their uses in equations. The rotational model can also work well with 3 groups including one teacher station, one computer station, and one group work or independent station. This allows greater personalization of skill building during the time with the teacher because the teacher has a smaller group that can be targeted to the scholars' needs.

One-on-One

One-on-One Goal Setting and Conferencing

Scholars are motivated when the learning is personalized and relevant and when they know that they will be held accountable for learning by people who know and love them. Staff will work together with scholars to establish goals and then review goals and progress regularly. Teachers will design their lessons so that there is some time each day to do individual check-ins, even if this is just one individual goal check during a class period. Scholars will also get extensive goal setting instruction and monitoring through advisory. Rainier Prep plans use of AmeriCorps volunteers to support scholars one-on-one in goal areas, which would provide the individual attention our scholars crave and is essential to their intellectual and character development.

Culturally Aware Instruction and Anti-bias Methods

Beyond whole group, small group, and 1:1 methods, it is critical that all instruction be culturally aware and actively anti-bias given our student population. This method is not a separate concept, but rather it runs through all of the other methods described.

No matter which instructional method is being used, all instructors will be grounded in culturally responsive instruction. A review of the research in "Culturally Responsive Pedagogy: An Overview on Student Outcomes" by Irvine and Hawley shows that there are six inter-related pedagogical practices that influence student learning outcomes:²³

²² Fountas & Pinnell, Guided Reading: Good First Teaching for All Children, Heinemann, 1996.

²³ Irvine and Hawley, "Culturally Responsive Pedagogy: An Overview on Student Outcomes," Southern Poverty Law Center,

- Developing caring relationships with students while maintaining high expectations
- Engaging and motivating students
- Assessing student performance
- Grouping students for instruction
- Selecting and effectively using learning resources
- Promoting and learning from family and community engagement

Rainier Prep staff understands that scholars bring their culture with them and it influences how they learn, just as teachers bring their culture with them and it influences how they teach and communicate. Rainier Prep sees cultural differences as assets to be understood, shared and celebrated. Staff will also teach scholars about racism, sexism, homophobia, discrimination and stereotype threat among other topics, so that they may be better prepared to navigate challenges that they may encounter in different settings.

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 scholars from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents/guardians and scholars.
5. Provide, as **Attachment 4** the school’s exit standards for graduating scholars. These should clearly set forth what scholars in the last grade served will know and be able to do.

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

Student Performance Standards

Rainier Prep will use the Common Core State Standards for English Language Arts and Math, the Next Generation Science Standards for Science, and the C3 Framework for Social Studies State Standards. In addition to the core academic standards we will use the college readiness work by Conley and the non-cognitive work of Duckworth and Tough with the goal that all scholars get to and through college and become leaders in their communities. For information about specific targets, see Performance Management in Section 2.

Internal and External Assessments

Rainier Prep believes in a growth mindset of continuous improvement and a balanced approach to assessment. We use student data to drive our learning and instruction.²⁴ The assessment process looks like this:

December 2011.

²⁴Stiggins and Chappius “Classroom Assessment for Learning” Educational Leadership, September 2002.

- Screening/Diagnostic: after enrollment, before first 2 weeks of school
- Formative and Summative: throughout school year in each class
- Interim Assessments: 4 times a year (internally developed or externally provided, e.g., The Achievement Network)

To align the staff in terms of assessment understanding, Rainier Prep will conduct school-wide professional development meetings before the start of each school year, so that all staff understand the purpose of the different types of assessments, including calibration on internal rubrics. Rainier Prep will have scheduled regular weekly and quarterly times for teachers to analyze student data and progress. Interim Assessments will allow us to see where are compared to other students in the state and country and they will highlight what teachers need to work on next with specific classes and individual scholars.

Rainier Prep will collect universal baseline/screening data on student performance standards. After scholars enroll and before their first day of class, all scholars will take baseline/screening assessments in reading, math, writing, and 21st century leadership skills. This data will help identify which scholars will need the most support and any areas of significant concern or strength. Using the baseline/screening information and the data provided by the family and/ or the previous school (including state exam scores), the Director of Academics along with the Dean of Culture will create a list of scholars who need a more thorough diagnostic assessment in reading, math, and behavior support.

Teacher-Led Cycles of Inquiry and Interim Assessments

Teachers will lead cycles of inquiry using data to better understand what a student knows and what the teacher needs to do next for that student. Every Friday teachers will meet to analyze their formative assessment data and plan their next steps for instruction. These sessions will follow a protocol like those used in Driven by Data by Paul Bambrick-Santoyo.²⁵

Four times a year there will be a larger, structured full day professional development session about student progress using our internal interim assessment system (“Data Days”). Data Days will occur within a week of each quarterly interim assessment in reading, math, and science. During this time, teachers will analyze interim assessments using a school wide protocol for data analysis based on the work of Paul Bambrick-Santoyo from Uncommon Schools. Data Days will use student assessment data to help teachers collaboratively identify student achievement gaps and success, encourage curricular and instructional adjustments, and give teachers an opportunity to reflect on their instruction.

Formative and Summative Assessments

Rainier Prep will engage in regularly scheduled assessments to track student growth and progress on an annual basis. Fall screening and diagnostic assessments will provide critical data that inform teachers’ planning and instruction. One way that progress will be measured is through our interim assessment system as described above. This will allow staff to track

²⁵ Bambrick-Santoyo, Driven by Data, Jossey-Bass, April 2010.

scholars' progress, adjust instruction, compare our summative results with comparable schools, and share real-time information with parents and community.

We want to be able to compare our performance with district schools, so we hope to use many of the same measures as the district. Below is a draft assessment calendar.

Date	Event	Who?	Skills Assessed
Summer	Home visits/Family Interview	All new scholars	Strengths and Weaknesses
August/ September	Language diagnostic	New ELL scholars	Vocabulary, Reading, Writing skills
August	MAP (baseline and screening assessment)	All scholars	Math, Reading
August	21 st Century Leadership Skills Personal Inventory	All scholars	21 st Century skills
October/ November	Interim Assessment #1	All scholars	Math, Reading, Science
	Teacher Data Day # 1		
January	MAP	All scholars	Math, Reading
February	Interim Assessment #2	All scholars	Math, Reading, Science
	Teacher Data Day #2		
April	Interim Assessment #3	All scholars	Math, Reading, Science
	Teacher Data Day #3		
April	Smarter Balanced	All scholars	Math, Reading, Writing
May	EPAS/ Aspire	8 th Graders	ELA, Math, Science
June	Interim Assessment #4	All scholars	Math, Reading, Science
	Teacher Data Day #4		
June	MAP	All scholars	Math, Reading
June	21 st Century Leadership Skills Personal Inventory	All scholars	21 st Century skills
May/ June	Portfolio Defenses	8 th grade scholars	See Attachment 4

Rainier Prep believes in a balanced approach of using traditional and college-ready standards. In addition to common core state assessments, Rainier Prep will use a combination of challenges, portfolio, and portfolio defense for graduation from 8th grade.

Connection to Interventions

Using the Response to Intervention (RTI) Model staff will use data to identify a “hot list” for scholars of academic concern at Tier II and Tier III. These scholars will be provided additional interventions and their progress will be monitored more closely to maximize acceleration. These systems and supports are described in depth in Special Populations and At-Risk Scholars. Scholars may be progress monitored in Tier II or Tier III for either behavior and/or academic concerns. Teachers will meet in grade-level teams every Monday afternoon to discuss scholars of concern.

Reporting Student Progress to Families

Families will receive a report after scholars take summative assessments such as the MAP. Through our family outreach and parent orientation sessions, staff will explain the approach to data and why it matters for their scholars. Staff will share information about what levels of college readiness look like and how to read the common reports that are sent home. Families will also get an official report card three times per year and attend a student-led conference twice per year. The advisory program and student-led conferences are a critical way of bringing all families in and having the scholars own their data and their progress. If a student is more than one year behind in reading or math, the family will be notified and immediately a plan for support will be implemented with the advisor. Regular communication will occur between the family and staff, usually the advisor, about the role that the family can play in the child's path toward being college-ready. If at all possible, Rainier Prep will provide interpreters or written translation to ensure two-way communications between home and school.

Portfolios and Defense

Eighth grade scholars will create a portfolio of written work that shows proficiency in four core competencies that are emphasized in the Common Core State Standards and in college. These competencies are narrative writing, argumentative writing, scientific inquiry and social studies research/explanatory writing. Scholars will write a detailed reflection on each piece that articulates the leadership skills that they demonstrated in the process of creating the written work. Scholars will defend their portfolio and their college-readiness to a panel of staff, scholars and community members using a multimedia presentation to share their learning and readiness to be promoted to high school. The scholar's advisor will serve as the primary support for the student during this portfolio creation and defense process.²⁶

Additional Academic Standards

Rainier Prep does not plan to adopt any additional academic standards at this time.

Policies and Standards for Promotion

In order to move from one grade to the next, scholars will need to earn a grade of a C (70%) or higher in both their math and ELA classes. In order to graduate from 8th grade, scholars must pass their 8th grade math and ELA classes with a C (70%), meet grade level or growth measures on Smarter Balanced and/or MAP, and meet challenge and portfolio requirements. (See Attachment 4 for more info.) Scholars who do not meet these requirements by the end of the academic year will be enrolled in summer school unless they opt for another year in the same grade. Given the research on high school dropout rates for retained scholars, Rainier Prep will make every effort to advance kids while maintaining our standards.²⁷

These promotion requirements will be communicated clearly to families at multiple times and in multiple venues in multiple languages. They will be reviewed at general community meetings

²⁶ Modified from Envision Public Schools Portfolio and Defense Systems.

²⁷ Jimerson and Associates, "Exploring the Relationship between Grade Retention and Dropout Rates," University of California Santa Barbara, 2002.

prior to and during the enrollment period, and they will be discussed one-on-one with new families prior to the start of the school year. Because they are integral to our school's mission, they will be part of start-of-year assemblies and individual student goal-setting, with advisors following up as needed. Staff will be made aware of these requirements during the hiring and process and summer professional development, and they will be intimately involved as advisors and teachers in ensuring each Rainier Prep student is prepared to exceed them.

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 scholars 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 scholars at risk of dropping out and/or not meeting the proposed graduation requirements.

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

Not applicable. We are not planning to open a high school at this time.

School Calendar and Schedule

1. Discuss the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program. In **Attachment 5**, provide the school's proposed calendar for the first year of operation, including total number of days/hours of instruction at a minimum of 180 days.
2. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. Provide, also in **Attachment 5**, a sample daily and weekly schedule for each division of the school.

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

The Annual Academic Calendar is shown in Attachment 5. There will be 188 school days in the traditional year and a 19-day Summer Session program in June and July for scholars who have not met grade level expectations. There will be at least ten additional staff development days to make sure that all teachers have the training and preparation necessary to be successful. The rationale is that our scholars need more instructional time to make the aggressive gains described in our plan, and teachers need more professional development time to be best prepared to make this happen.

Rainier Prep will have an extended school day. Scholars will arrive at 8:30am and depart at 5:00pm. The later start time reflects research showing that adolescents learn better if they have more sleep, which they are more likely to get with a later start time.²⁸ The school day will

²⁸National Sleep Foundation Study, <http://www.sleepfoundation.org/article/hot-topics/background-er-later-school->

also end later and be more in line with the schedule of many modern working families. After the core academic portion of the day, scholars will participate in enrichment and have the chance to explore physical, artistic, and other endeavors beyond the academic time.

On a daily basis, scholars will have at least 90 minutes of instruction in ELA and at least 90 minutes of instruction in math which totals 450 minutes per week each in ELA and math. Inquiry class will be between 110-145 minutes per day for a total of 690 minutes per week. In addition to core instruction on typical days, scholars will receive additional education through advisory, enrichment and learning lab. The minimum number of instructional hours per day is 6 hours and 57 minutes and per week is 33 hours and 41 minutes including enrichment. Without enrichment, the academic instruction time is 5 hours and 27 minutes per day and 25 hours and 41 minutes per week. Scholars will be in school for 1448 hours, which far exceeds the 1000 hours required by the state.

The schedule provides increased instructional time and prioritizes relationships between teachers and scholars. Each teacher will have contact with approximately 50 scholars on a daily basis, whereas a traditional middle or high school teacher usually has contact with 100-150 scholars. This configuration will enable teachers to know each child and their family well in order to personalize learning and develop an understanding of how to best serve that scholar.

Rainier Prep's schedule allows for each teacher to teach one class in their area of expertise twice a day. This specialization provides for better teacher preparation and instruction. Additionally, cohort groups are flexible within the week or day so that teachers have a partner in lesson design and in working with specific kids and families. Scholars may be moved to a different group for a day or a unit in order to help them get what they need. Another significant benefit of the schedule is that teachers have a planning partner for all courses. By supporting each other in the intentional planning of lessons, teachers are able to plan lessons that better accelerate learning for scholars. Teachers also feel less isolated when they have planning in common, which strengthens the staff's sense of working together for a common goal.

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 scholars, teachers, administrators, and parents/guardians starting from the first day of school. Describe the plan for enculturating scholars who enter the school mid-year.
3. Explain how the school culture will take account of and serve scholars with special needs, including scholars receiving special education services, English Language learners, and any scholars at risk of academic failure.
4. Describe a typical school day from the perspective of a student in a grade that will be served in your first year of operation.
5. Describe a typical day for a teacher in a grade that will be served in your first year of operation.

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

Rainier Prep believes that to truly have high expectations in an inclusive setting means to also have high levels of support and structure, so that all scholars can meet those expectations. The mission is for all scholars to be prepared to excel at a four-year college and become leaders in their community, so Rainier Prep must provide high levels of support so that all kids can meet the challenge.

High Expectations + High Support = Excellent Student Outcomes

The goal is to build up the scholars' skills so they become self-sufficient and possess the skills required to navigate a complex and sometimes unfriendly world. In order to do this, staff use a gradual release of responsibility approach with behavior, just as they do with academics. We explicitly teach all skills and expectations. These include coming prepared to class, following directions the first time, controlling impulsivity, asking for help when they don't understand, time management, organization skills, hallway procedures, etc. Over time as scholars demonstrate proficiency then we gradually reduce support and structure to prepare them for the future environments where there will not be such high levels of support. In the beginning, some may find our environment to be over-structured but this philosophy is based on countless examples showing that the establishment of strong school culture begins with high structure and clearly established procedures that support learning.²⁹

The culture is built on our core values of urgency, curiosity, collaboration, initiative, and grit. A healthy school culture is nurtured intentionally and it starts with the adults. Every adult who works with scholars must be in complete alignment with the mission, vision, values, goals and expectations of Rainier Prep. This school culture is different than what exists in many traditional schools in which teachers have historically been left alone to do their work. School Leadership will focus on creating a unified, mission-aligned culture with the staff. When all adults focus on outcomes for scholars, excellent results and outcomes are produced.

A mission-aligned culture begins with our hiring process. Rainier Prep will specifically recruit staff members who live the core values. School Leadership will build staff skills, expectations, and pedagogical alignment prior to the start of the school year and will re-visit them on a regular basis. Similar to other high-performing schools, Rainier Prep thinks of staff alignment around expectations as a continual "reorientation process" that is thoughtfully planned.³⁰

Rainier Prep will intentionally build a college-going, inclusive, reflective culture of high expectations from the time that we introduce the school to families through the moment when the scholars graduate and become alumni. It begins before the school year starts when all enrolled scholars receive a home visit/family interview. This is a time for school staff to explain how Rainier Prep is unique, and for families to explain how their child is different and what they hope the school will do to meet their needs. It is a time for school staff and family together to establish a common vision for the student's educational journey. This visit will reinforce the culture of high expectations and high support. The home visit is the first in a series of systemized events and structures throughout the year and a typical school day which will build and reinforce a healthy, positive school culture. Below is a sample list of events that help to

²⁹ Matthews, Jay, "Kipp criticizes its college graduation rates," Washington Post, April 29, 2011.

³⁰ Marcovitz, Ben, Culture Training, Sci Academy, New Orleans, September, 2013.

deliberately build our culture.

- Family Information Events
- Home Visit/ Family Meeting
- Back to School Retreat – Staff
- Back to School Retreat – Scholars at College Campus
- New Student – Orientation Half Days
- Daily Advisory Program
- Weekly Community Meetings
- Student-Led Conferences
- Family Events and Parent Workshops
- Portfolio Defense

Rainier Prep is intentionally a small school, because we believe in knowing all scholars well so that staff can personalize learning. Rainier Prep cultivates this personalization through daily rituals like advisory period in which scholars check in with an adult each morning and practice the 21st century leadership skills required to be successful in college and life.

At our core, staff believe that thoughtful questions and good feedback are what make us better at what we do. Rainier Prep wants parents, scholars, and staff to be engaged in the continuous improvement process, so Rainier Prep sees the culture and the discipline policy evolving to fit the needs of the population that we serve. Rainier Prep sets goals for scholars that are difficult to reach and the presence of a positive peer culture is essential for success. To this end, Rainier Prep will use the practices of Positive Behavior Intervention Support (PBIS) to ensure a vibrant, healthy school environment.

PBIS is a research based practices.³¹ Below is an explanation of the foundations of PBIS that we will adopt and follow as listed on its national website. This model for behavior is intended to be similar to the RtI (Response to Intervention) model for academics.

“School-wide Positive Behavior Support”

School-wide Positive Behavior Support (PBIS) is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. PBIS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies. The core elements at each of the three tiers in the prevention model are defined below:

Prevention Tier	Core Elements
Primary	<ul style="list-style-type: none">● Behavioral Expectations Defined● Behavioral Expectations Taught● Reward system for appropriate behavior● Continuum of consequences for problem behavior

³¹ Cohn, Andrea, “Positive Behavior Supports: Information for Educators,” NASP Resource, http://www.nasponline.org/resources/factsheets/pbs_fs.aspx, October, 2013.

	<ul style="list-style-type: none"> • Continuous collection and use of data for decision-making
Secondary	<ul style="list-style-type: none"> • Universal screening • Progress monitoring for at risk scholars • System for increasing structure and predictability • System for increasing contingent adult feedback • System for linking academic and behavioral performance • System for increasing home/school communication • Collection and use of data for decision-making
Tertiary	<ul style="list-style-type: none"> • Functional Behavioral Assessment • Team-based comprehensive assessment • Linking of academic and behavior supports • Individualized intervention based on assessment information focusing on (a) prevention of problem contexts, (b) instruction on functionally equivalent skills, and instruction on desired performance skills, (c) strategies for placing problem behavior on extinction, (d) strategies for enhancing contingency reward of desired behavior, and (e) use of negative or safety consequences if needed. • Collection and use of data for decision-making

The core elements of PBIS are integrated within organizational systems in which teacher teams, working with administrators and behavior specialists, provide the training, policy support and organizational supports needed for (a) initial implementation, (b) active application, and (c) sustained use of the core elements.”³²

Tier 1 (Primary – All scholars)

- **Behavioral Expectations Defined** – Staff will define school-wide behavioral expectations prior to the first day of school and share these with scholars during orientation and the first two weeks of school. Staff will be expected to continually refine these expectations based on student behavior and performance data. School-wide expected behaviors will include arrival, hallway behavior, lunch, exit, community meetings, and common classroom expectations (passing out papers, sharpening pencils, do now procedures, homework, etc.).
- **Behavioral Expectations Taught** – Staff will explicitly teach the behavioral expectations during orientation and the first two weeks of school. They will review these expectations with scholars as needed and after any school break longer than four days.

³² PBIS Website, <http://www.pbis.org/research/default.aspx>, September 22, 2013.

- **Reward system for appropriate behavior** – Scholars will receive “Scholar Dollars” for “making good choices.” This will consist of a weekly paycheck system that will reward scholars for doing the right thing. Scholar Dollars can be used to purchase items at the student store such as pens, pencils, erasers, school swag, and college gear. There may also be special events that scholars can spend their dollars to attend such as Friday Fun and Field Trips. After establishing initial buy-in through these extrinsic reward systems, we will move to higher-level skill development of building intrinsic motivational tools which reflect a student’s commitment to and investment in their own educational goals.
- **Celebrations of academic successes** –To create a culture of joy, we will actively celebrate scholars for the academic gains they make. Scholars will be celebrated through advisory shout outs, community meeting academic celebrations, and recognition in the school newsletter and website. One example of how academic success could be celebrated is ...
 - Scholars whose reading levels progress the equivalent of more than a year in a given time frame, or who have mastered our math fluency expectations will be honored at a Community Meeting.
- **Continuum of consequences for problem behavior** – Problem behaviors will be defined from least severe to most severe with consequences on an easy to read grid which will be provided to staff, scholars, and families and reviewed throughout the school year. (See Attachment 7.)
- **Continuous collection and use of data for decision-making** – Data will be collected on a classroom and school level so that we can analyze and support staff and scholars to improve outcomes for all scholars. This will be kept in an Excel spreadsheet and managed by the office. Scholars making poor choices may result in “lunch bunch” or afternoon detention for support.

Tier 2 (Scholars who need more support)

- **Universal screening:** As with screenings for reading and math, all scholars will get a socio-emotional health screener at the start of the year. This will allow us to identify scholars who may need additional behavioral support. Grade-level teams, along with a family outreach worker and/or Dean of Culture, will study the data and determine who may need additional support.
- **Progress monitoring for at risk scholars:** Scholars who are determined to need Tier 2 supports will have an additional daily “check and connect” with their advisor. This will provide the student, the parent, and the advisory additional information about how the student is performing both academically and behaviorally. The student, family and advisor will identify goals, the student will track progress on these goals from class to class via a form, and the student and advisor will check in at the end of the day to review progress. This information will be shared with families through regular advisory check-ins as well. This program increases structure and adult feedback and increases home/school communication.

Collection and use of data for decision-making – The paycheck system (Scholar Dollars), discipline referral system, attendance, grades, and check and connect all generate important

data that will be collected and analyze to help each student succeed. Grade-level teams will study data during weekly grade level meetings and Friday professional development time so that staff may adjust courses to better meet the needs of scholars. A team comprised of the School Leader, the Dean of Culture, the Family Outreach Worker and the Office Support staff member will meet monthly to review the school-wide behavior and attendance data. Administration will then provide needed training for staff as evidenced by the data. The goal is to use the data to understand why a student is sometimes able to demonstrate positive academic behaviors and other times is not. We look underneath the behavior at the triggers including but not limited to adult words and action, physical space and lighting, peer verbal and nonverbal communication, types of academic tasks, etc. We continually analyze the plan as a team to figure out what is helping this student to be successful and what is blocking the student.

Tier 3 (Extreme behavior for high intensity scholars who are having difficulty staying in the classroom setting)

- **Functional Behavioral Assessment** – For scholars with reoccurring and non-progressing behaviors, a behavior plan will be written with a team that includes the student’s parent, advisor, and a learning specialist. This process begins with a team-based comprehensive assessment. The plan will link academic and behavior supports. For example, a student’s day might be broken into manageable chunks with check-ins and they might be provided more immediate rewards closer together. Communication to home will also be more frequent at this stage. We will set up specific times of day where the student is getting individualized instruction in the areas of greatest need, so that they can build their skills with the goal of moving to Tier 2 supports. This individualized instruction will likely occur with the learning specialist and/ or during advisory.
- **Individualized interventions** – These will be based on assessment information and focus on (a) prevention of problem contexts, (b) instruction on functionally equivalent skills, and instruction on desired performance skills, (c) strategies for placing problem behavior on extinction, (d) strategies for enhancing contingency reward of desired behavior, and (e) use of negative or safety consequences if needed.

Reward and Recognition System for Staff

- Stand Up Staff Meetings will occur daily for orientation and the first two weeks of school every day at 8AM and after that weekly on Wednesday mornings and as needed. It is a quick stand up meeting and will end with props tied to core values. The goal is to authentically notice good work among staff, name it and tie it to a core value.
- Scholar Slips: Staff and scholars will write scholar slips for staff who they notice exemplifying the core values of our school. They can slip these into a staff member’s mailbox or make a community meeting announcement.
- Monthly Awards: Each month scholars along with the School Leader will choose one staff member to honor for his or her commitment to the core values. This is meant to recognize outstanding commitment to the core values that can be explained to the staff and scholars to re-enforce the core values.

Reward and Recognition System for Families

Rainier Prep will set a goal with families of giving 10 hours of service at the school per year. Families who meet their goal of 10 hours of service at school will receive public recognition from scholars at a Community Meeting.

Orienting parents and scholars midyear

Rainier Prep will work in a community with high mobility, so the plan for a mid-year entry is critical and will no doubt become further developed with time and understanding of community and family need. The orientation of new families provides an opportunity for student leadership and re-commitment to our culture. Scholars and families entering mid-year will begin with a family orientation given by the Family Outreach Worker or designated staff. They will get a tour of the campus with a trained student leader who has earned the privilege of helping new scholars and families understand Rainier Prep including the core values, behavioral procedures and expectations of hard work (grit). A priority will be given to student leaders who speak the same language as the incoming family. Staff will do a home visit with the new family within two weeks of enrollment. Scholars will receive all of the same diagnostic assessments as those who enrolled in the spring unless the scholar already has that information from a previous school. The Director of Academics will be responsible to make sure that the academic testing, non-cognitive testing, and the family visit occur within two weeks of enrollment. The first day of school the scholar will be paired with a trained buddy who will help the new schoolmate throughout the day. ELL scholars will be placed with a trained buddy who speaks the same language. After day one, the office manager will check in with the family to inquire how the day went and open the lines of communication in case of simple challenges like bathrooms, schedules, buses and it will also provide the family the chance to let staff know if there is anything else that may be important for the school to know. The advisor will call/text on Friday of the first and second weeks to check in and see how things are going from the family perspective. Translation services will be available for all of these points of contact.

Serving scholars with special needs, English Language Learners, and at-risk populations

Rainier Prep will be an inclusive community that supports all scholars. This means that scholars with Individualized Education Plans (IEP) and English Language Learner (ELL) services will be taught in mainstream classrooms. Our culture program dovetails with our intervention program so that scholars who are behind in either area feel consistent and predictable supports. Our culture program relies upon intense team-building activities to build inclusivity among scholars each year during our retreats and orientations. Advisories will build a team mindset through activities like goal setting, learning 21st century leadership skills, and collaborative projects. Additionally, our project based approach will allow scholars different entry points into learning, so that all scholars have the chance to shine and show what they are best at. Through our core curriculum, advisory, and community meetings we will build scholars' understanding of the diverse cultures to which we belong. We will take advantage of the diversity among us to learn about different languages, cultures, and religions. Please refer to *Special Populations and At Risk Scholars* for information.

A Day in the Life of a 6th Grade Student

I wake up, get dressed, gather my school stuff and head for the bus. On the bus I see a friend and we talk about the book that our ELA teacher is having us read called [A Northern Light](#). We wonder what will happen to Mattie as she heads away from her familiar world. As we get off

the bus, our driver, Gus, tells us to be curious today. I am greeted by a staff member who knows my name and inquires if my little brother is feeling better.

Our group goes to breakfast. I pick up breakfast and go straight to advisory. During advisory I eat my breakfast and listen to Mr. C. He is my favorite teacher, so I am thankful that I have advisory with him. I started with a different advisor who I didn't connect well with and when I told the Dean of Culture, she helped me to switch to a different advisor. During advisory today, we are learning about initiative. To break it down, some people wait for things to come to them. We are learning how to create opportunities for ourselves and not just wait for them to come to us. We watch a short video about a teenager who challenged the beliefs of her community and brought better food to the school cafeteria, no easy task. As an advisory we each review our personal goals and we tell our partners one concrete thing that we are going to do today to accomplish our goals. Mr. C calls it "make a commitment." Out loud every day we "make commitments." Mr. C checks our homework and briefly checks in with each of us. We finish with a circle up, shout out for the core value of the day, which is initiative.

I head to first period, math. I love my math teacher but I still don't believe her when she says that we are all going to be on the advanced track. Math has always been hard for me, so I don't see how this is possible. She is unfazed by my past record and has helped me academically more than anyone at this school. She knows what I know and what I don't know, and she saves the really tough questions for when we are working in small groups or 1:1 because she knows that my math brain freezes sometimes in front of the whole class. I actually like math now. It helps that we have computer time which is fun during each math class. I am not exactly sure what the other kids work on during this time, but I am focused on learning the stuff that I know that I am already supposed to know. I know that it is a repeat of the math that I didn't quite learn right the first time. She gives me super hard math problems too, but they are different and we can usually work with a partner or group to figure it out because even the farthest ahead kids don't usually know the answer to these "challenge" problems. I feel like I have grown about 1 year in math in just 3 months, but maybe that's just because I actually don't dread math time any more.

Next I head to English Language Arts which has always been my favorite subject. I am happy because my teacher loves this subject too. He is always going off the deep end about how much he loves this book or that or how he read a "fascinating" article. I kinda think that it is weird but I love it because it makes me feel cool to love reading. He has introduced me to several new authors that he thought that I would like. I am currently reading The Miraculous Journey of Edward Tulane because he recommended it. After our Do Now, we know that it is Socratic Seminar day, so half of the class starts with discussion while the other half works on the narrative writing project on the computers. This school is obsessed with "asking thoughtful questions." You hear about it almost every period. Our homework for ELA was to read 2 chapters, sticky note 3 interesting passages and have 3 thoughtful questions at the ready. They have to be beyond the text questions and we are supposed to talk to each other, not just the teacher, during the discussion. We begin by silently re-reading our 3 passages and our 3 questions. For some reason, re-reading and citing evidence is big in this school. Anyway the teacher gets us started and he says that if we are doing well that he will ask one of us to be the

discussion leader and then he will do one-on-one conferences with the writers. I also forgot to mention that we are videotaping the discussion so that we can analyze how we did. The teacher will have us watch short sections where we are pushing the envelope and doing a Socratic dialogue well. It is a lively short discussion, then we break into pairs, review our personal vocabulary list, set goals for our independent reading, and just plain read which is relaxing for me. Finally it is time to switch to writing. I forgot to mention, when some of the kids are working on writing, some kids are still working on reading because that is a little hard for them. They are practicing hearing the books on the computer or working with our learning specialist in small groups. She is pretty cool, and she pulls different people depending on the day, not exactly sure why but everyone likes her so it does not really matter. I work on my personal essay about who I am – identity is our theme this year. We are trying to understand ourselves better and of course since we are teenagers, we are changing by the day. I was ready for the peer-editing phase and so was Juan, so we gave each other feedback through track changes and chatted online so we didn't disturb others. I might point out that Juan and I just earned the chat privilege last week. It is pretty hard to earn, as you can imagine teenagers can go wrong with chat but I do love it. We finish up by reviewing the homework and turning in what they call an exit ticket.

It is time for lunch so we make our way to the cafeteria and we all sit down. This is the time that Ms. O'Sullivan gives us a talk about something. It is usually short but feels long since we are hungry, but we are always good so she does not go on longer which is what she will do if we are not meeting expectations. Today she talks about initiative and she says that we are going to be starting some new enrichment activities. The staff is taking student input on what physical activities that the kids would like best. That is the crazy thing about this school. The teachers are super strict, but then they are always asking us our opinion and give us time to give feedback on the school, oh yeah they are super into feedback too. We get and give a lot of feedback. Lunch is ok. They are into healthy food and sometimes I like it and sometimes I just don't. We have assigned tables at lunch and I wish that I could sit with Esmeralda but in the end I had a good time talking to the other kids. The teachers are always trying to get us to include everyone or get to know all of the scholars. Sometimes it feels forced but also can see the point since there are way less cliques here than at my elementary school. After we finish lunch we get playtime which is basically 10 minutes of free time, not much but it is still cool.

Next I head to Inquiry. At first I didn't even know what this class was about. I was like is this science or what, and the teacher explained that this is learning for life not for the test. Ok whatever, but I really like this class and it sets this school apart. We are often doing wacky stuff that is interesting and you go out in the world and you totally see what the teacher was talking about. Like yesterday, two people came dressed as FBI agents (some of the kids thought it was real but I was like "are you kidding me?"). They acted all CSI and said that we have a clone on campus. There are two people on campus with the exact same DNA and it is our job through looking at the DNA samples to determine who it is. Before I came here I wasn't that into science but now I am realizing that science is bigger than I thought it was. After our Do Now which was mostly vocab reminders, we get to the science. We are working in groups with these slides to see if they have matching DNA. When I tell other people that I am doing genetics in 6th grade, they think that I am lying but I don't care because we really are. To do this work, you

have to be super precise, which is not my thing. Luckily after I think that I am done, one of the people in my group checks my work. She finds a lot of mistakes. The cool part is she doesn't make me feel bad or do my work for me, she actually helps me figure out how to get it right....probably because we spent about a million hours on "effective groups" and how to be a good group member. Well she learned those lessons and helped me a lot. Our exit ticket today is to write two thoughtful questions for the next class period.

Next is enrichment which is everybody's favorite time. It is run by staff that are super energetic and fun. Mostly it is activities like sports, yoga, dance, drama, chess, languages and music. Today I go to dance which is kind of embarrassing because I am a pretty bad dancer. I tell everyone that I hate it, but I actually like it because the music is good, I enjoy learning the dances and the instructor is fun. It also reminds me of my grandma because she likes to play music that is similar to some of the music that they play.

We finish the day back in our advisory group in Learning Lab. We check planners, review what we have for homework, get our questions answered, start our homework if there is time and do some check-in on our goals. We finish with shout outs or a corny cheer and then we head out for the day. This school is exhausting, but I feel like my brain is growing right in front of my eyes.

A Day in the Life Teacher

I arrive at school at 7:45AM because we start with a short meeting every day at 8. Today the meeting is my co-planning Inquiry with Sarai. We are focused on having the genetics materials prepped for the lesson. We count the magnifying glasses and check the slide lights to make sure that they are working. While we are prepping materials we talk about yesterday's lesson and each of us shares a behavior or "routines" challenge and a student misconception. It is a part of a protocol that we learned for morning planning. Sarai says that she noticed several scholars who were sure that the DNA they were looking at was identical, but it wasn't. They were seeing the parts that were flipped as the same. We brainstormed whether it was a whole group challenge or just for those few scholars. Based on the exit tickets and formative assessment during class, we decided that she needed to do a mini-lesson to correct the misconception for those scholars and to reinforce the concept for the rest who were still shaky on the main points. At Rainier Prep the goal is no more than two preps per teacher and to always give you a partner. My teaching partners are critical to my success, as we share the load in preparing and getting the most interesting material in front of our scholars.

At 8:30, I head to advisory where I am responsible for 15 scholars. We are like a home base for each other. I have visited the home of every student in my advisory except my new guy Vlad, whose house I will go to on Friday. Knowing where they come from helps me guide them. Advisory is about the non-cognitive development of each student and is an essential aspect of how we develop our school culture. We work on core values every day; we check homework, call kids who aren't there yet, eat breakfast and look out for each other. As a school we are trying to decide if we keep advisory by grade level or make it multi-age. I see advantages to each and just want to make sure that advisory continues to be a place where our community gets built and where students feel very known and recognized for who they are and what they

need. After working through a core value lesson and discussing a few school topics, I hit play on the projection system and we all do 5 minutes of morning stretches, a mini workout. The music is awesome and I always feel better right after we do it. The kids love it and it seems to help them be mentally ready for the challenges of the day.

At 8:57 we transition, so I stand at the door and give each student a little encouragement on the way out. Period 1 is language arts for me – I teach this class twice in a row for 6th graders. Over the course of the day I work directly with about 50 scholars, which really works for me as a teacher. I appreciate that I am able to personalize and have meaningful instructional relationships with all of my scholars in a way that I could not when I had 150 scholars per day in my old school. We start with a quick write for every student. I encourage scholars to continue a piece that they have been working on or write from their own prompt, but in the beginning, I also provide a possible prompt that connects with the day's learning. Every student sits right down, gets out their physical notebook or laptop and their hand is in position with pencil or with key strokes. I work the room to do attendance and one-on-one conferences with a student who does better if I check in with him about his goals before we start the main lesson.

When we start the main writing mini-lesson, it focuses on the hook. We have all just started reading Wonder and it has a great hook. I give the scholars five example hooks from books that we have read. I am constantly trying to help them see the connection between reading and writing. I have all of the scholars practice writing a hook, then they trade papers/collaborate online to rewrite their partners a little differently. Finally we break into groups. I lead a guided reading group using the LLI (Level Literacy Intervention from Fountas and Pinnell) materials for five of my scholars who are significantly below grade level. Eleven scholars are reading independently with guiding questions working on gathering evidence as they read to build an argument. We take notes as we read in our "notebooks." (note: from here forward when I say notebook I mean it interchangeably between paper pencil and laptop/tablet.) A group of three scholars are listening to a book on the computer as they follow along with the words. I use this strategy for at least two kinds of learners. It works well for kids who are distracted easily and for scholars who need work on fluency. Hearing the text read correctly can help them make growth. For these scholars, I also ask them to do multiple readings of the same passage, which is usually part of this station. I make it a game and a competition and the scholars surprise themselves at how quickly they progress. I only use the fluency competition with the scholars who need it based on our set threshold (fewer than 90 words-per-minute on grade level text). A fourth group is on computers today, reading information and watching short videos to prepare them for their next Challenge. It is building toward a well-known group 6th grade Challenge that involves figuring out a crime scene.

As you can imagine this system took a while to get into place. At first, I couldn't have a group. My role was to monitor and make sure that all of the groups knew what to do and could take the next step. Now they are rolling along and even have designated leaders. We generally go by the rule "three and then me," which means that you must try three different people before going to the teacher with a question. We are trying to build a culture where scholars rely on each other, not just the teacher, for knowledge. We rotate through the groups today and I work directly in small group with three-quarters of scholars during the 90 minutes. Before I know it, time has run out and we are ready for another transition. I stand with one foot inside the

classroom and one foot inside the hallway and I mostly keep my eyes up to monitor while trying to make a small personal gesture or word of encouragement as they head to their next class. I welcome my next period of ELA at the door and prepare them for the “Do Now.” I appreciate how I can refine my lesson to better meet the scholars’ needs when I teach it twice. The next class period is similar in structure but with different characters given how unique each student at Rainier Prep is and our efforts to personalize to exactly what each needs. In this class the learning specialist works closely with me and usually spends about 50 of the 90 minutes working with small groups, while I work with different scholars in small groups and 1:1.

At lunch I take a moment to connect with colleagues. One day a week, I do lunch duty and today is not my day. Instead, I am able to sit down and chat with a friend, hear how her weekend was and think about something other than school for 20 minutes.

Inquiry comes after lunch and it is the most challenging and amazing class that I have ever taught. We are pushing our own and the kids’ limits. Did you think that 6th graders could do genetics? At Rainier Prep, we make sure the kids always know “the why.” Before or during the teaching of a concept we make sure that the scholars can see the real life application of the learning. Scholars must be able to see how this would apply in their world. Scholars begin class by watching a 3 minute video about DNA being used in crime cases. I take attendance and check homework. The scholars have a graphic organizer in their electronic notebook and they fill it out during and complete it once the video is over. At 6 minutes in, I begin with an introductory analysis question. Scholars offer both questions and responses for the next 6 minutes. I intervene only when scholars state misconceptions or need to be pushed to clarify their questions or answers. Then I give a 9 minute mini-lesson on “genetic coding” which will help the scholars both understand the general content better and prepare them to understand what they are looking at under the microscope. I give 3 minutes of instructions for the group work. I have one group model what it will look like when they are doing this group work correctly. Finally I release the group for “the meat” of the class. I circulate around the room asking questions, clarifying, and using my tablet formative assessment system to note who knows or doesn’t know certain concepts. I complete a one-on one-conference with Jill because I know based on yesterday’s exit ticket data that she will need a little more instruction on this concept to understand what we are doing. As class is about to wrap up, I have scholars put away materials, complete their agenda and complete an exit ticket by computer so that I know what may need re-teaching tomorrow.

The scholars head to enrichment while I head to a grade level meeting. In grade level meeting, we actually meet with our cohort team of teachers who share the same scholars. We focus on scholars who are struggling with behavior or academics. Since this could be many of our scholars, we follow a strict protocol. To get a student on the agenda, you have to email the lead teacher by Friday at 10AM. This enables the student’s advisor to come prepared with all of the data and people can be ready to discuss the case. I am happy that we are focusing on Carmen today because I have noticed that she seems checked out over the last week or two, and normally she is very focused. We wrap up our meeting at 4:10, so I do 40 minutes of planning and then I head to Learning Lab. I like how Learning Lab helps to bring closure to the day and sets my group up for success by being able to follow up 1:1 with scholars. I have a little

more planning to do before the morning so I work until 5:30, then head out to the gym and eventually home. I am exhausted, but also inspired as I am most days after working with a group of colleagues and scholars who are all committed to the same mission: college preparation and the cultivation of a group of leaders for this next generation. Nothing of significance in this world was ever gained without tremendous work and sacrifice, and as long as everyone else at Rainier Prep stays focused on this, I can too. I ask my scholars to work so hard and so I owe it to them to do the same.

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 scholars and the methods used to identify them. What are the anticipated resource and staffing needs for these programs?
2. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be delivered and funded.
3. Describe the programs or strategies to address student mental, emotional, and social development and health.
4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

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

After-School and Summer School

We will offer after school “enrichment” and “learning lab” classes for every student every day. Enrichment will last for 1-2 hours per day and encompasses a variety of activities. Learning lab will be organized by advisory and serve as a final check for the day. Scholars will check in on goals set, give shout outs to their peers, and leave prepared to complete homework. We are working on a partnership with AmeriCorps for Corps volunteers to be on campus supporting scholars in reading and math during the academic day and then leading the enrichment and learning lab activities in the afternoon with support from parents and community members. The Enrichment Coordinator will organize, support and evaluate all of these volunteers. Activities, such as soccer, breakdance, choral music, Spanish conversation, chess, and basketball, will be offered in 8 week segments. During each 8 week segment scholars will have two different enrichment classes (A, B), one of which must be physical in nature. Student interest and staff expertise will drive the addition of new enrichment activities. Funding for these AmeriCorps members is reflected in Attachment 23 with the budget.

Our summer program will focus on scholars who have not yet demonstrated readiness to progress to the next grade level, as determined by promotion requirements. The summer program will last for 19 days, with scholars attending a morning of intensive instruction in the needed subject area(s). Scholars will be expected to meet the promotion by the end of summer program to progress on to the next grade level. The Director of Academics will facilitate summer school staff training, curriculum guides, and oversight. Technology will be used to increase efficiency and effectiveness so that scholars can access what they need when they need it and then demonstrate proficiency.

Extra- and Co-Curricular Activities

The school will focus on the core mission of getting all kids prepared to excel at a 4-year college

and become a leader in their community. Co-curricular programming outside of the enrichment period will occur based on student, parent and staff interest in coordinating and volunteering. Given our mission and the budget, additional co-curricular programming is not the focus of Rainier Prep.

Student Mental, Emotional and Social Help and Development

Rainier Prep believes that mental, emotional and social development of each and every child is paramount to our job and that without our attending to these needs, scholars will not make the academic gains that we intend to see. Staff will do specific skill-building in this area and consider it part of our mission to address the whole child. One way that Rainier Prep will do this is through the development of 21st century leadership skills. These skills help scholars persevere in difficult circumstances and to process their emotions. Rainier Prep is currently researching 21st century leadership curriculum, which would be taught through advisory, community meetings, learning labs and lunch conversations. In addition to direct teaching, Rainier Prep also believes that a strong connection with the student’s advisor and family can help each child develop well in all areas

Many of our scholars may need mental health services, so we are working to develop a core partner who would offer on campus mental health services both 1:1 and group (with parental approval). Social services will be coordinated through our Social Worker/ Family Outreach Worker who will act as a case manager. In many cases the learning specialist will also be a key link in the mental health of the child in terms of tracking data, direct teaching, and provision of support and guidance.

Special Populations and At-Risk Scholars

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 scholars 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 scholars with special needs, including but not limited to scholars with Individualized Education Programs or Section 504 plans; English Language learners; scholars identified as intellectually gifted; and scholars at risk of academic failure or dropping out. The plan should address how the school will meet scholars’ needs in the least restrictive environment.

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

Special Education and At-Risk Scholars

Overall Plan to Serve Scholars with Special Needs

Rainier Prep’s multi-tiered approach to supporting the diverse and comprehensive needs of all scholars has been designed based on the successful Summit Prep model, and in consultation with innovative leaders in the field, including from the Seneca Family of Agencies and Robin Lake from the Center on Reinventing Public Education.³³ The design team has worked to tailor

³³ Lake, Robin, Unique Schools Serving Unique Students: Charter Schools and Children with Special Needs, CRPE,

these ideas and strategies to create a model that addresses the unique culture, needs, and aspirations of the greater Highline community.

The most important systems for best supporting special populations and serving them in the least restrictive environment are 1) identification, and 2) Response to Intervention (RtI). Struggling scholars must be identified quickly and accurately, and effective responses to their struggles must be determined, delivered, and monitored with equal timeliness and accuracy.

Rainier Prep's proposed RtI model aims to promote a positive school-wide climate inclusive of all learners, as well as to develop systems focused on early identification and intervention for scholars whose needs are not being addressed by baseline services and instruction.

Interventions are developed and implemented within a progressive, tiered framework. Tier one (universal) represents systems that support the entire population of scholars, including school-wide programs that foster safe and engaging learning environments. Tier two (targeted) represents systems that support scholars who face specific challenges, in order to prevent risk factors from progressing. Tier three (intensive) serves individuals who are identified as having the most severe, chronic, or pervasive concerns. Interventions at this level are highly individualized, comprehensive, and collaborative, focusing on reducing risk factors and increasing protective factors in order to decrease the intensity and duration of symptoms

This intervention framework is supported by data-informed processes that effectively identifies scholars in need of additional supports, as well as monitor their progress within identified academic, behavioral, and social-emotional interventions. Scholars are identified through (a) teacher referrals based on academic assessment data, or concerns about behavioral and/or social-emotional wellbeing; and (b) regular analysis (quarterly) of school-wide academic assessment data, attendance rates, and office discipline referrals carried out by the School Leader with support from the Lead Learning Specialist. Grade Level Meetings (GLMs) and Student Interventions Meetings (SIMs) will be utilized to collaboratively address the needs of struggling scholars and monitor their progress within identified academic, behavioral and social-emotional interventions. In addition to meeting about individual students' needs, learning specialists and general education teacher have planning time together weekly to collaboratively plan. By creating a strong infrastructure for a tiered approach to intervention that is driven by data-informed referrals and progress monitoring, Rainier Prep will be positioned to seamlessly integrate culturally relevant, evidence-based practices that meet the specific needs of our student population.

English Language Learners

Rainier Prep will develop, implement and maintain policies and procedures for the provision of services to English Language Learner (ELL) scholars in accordance with guidance published in the Office of Civil Rights of the U.S. Department of Education and regulations presented in WAC 392-160.

Identification. In accordance with WAC 392-160-015, Rainier Prep will employ a home

language survey to all families registering new scholars. The survey will ask two questions: (1) Is a language other than English spoken in your home? and (2) Is your child's first language a language other than English? If the answer to question #2 is yes, the student must be tested for eligibility for the transitional bilingual instructional program (TBIP). Scholars will complete the Washington English Language Proficiency Assessment (WELPA) Placement Test in order to determine their eligibility for TBIP services. Rainier Prep will notify all parents of its responsibility for implementing the WELPA and of WELPA test results within 30 days of receiving them from the publisher.

Programs, Practices, and Strategies. Rainier Prep will serve ELLs through a sheltered English immersion program. Under this program, an ELL participates in the general education classroom and receives differentiated instruction that supports their English language development. Teachers will receive professional development and support in implementing best practices in ELL methods in their classroom. Teachers will adapt lessons, assignments, and instructional groups to reduce language barriers and to assist ELLs to participate fully in the educational program. During independent and small group time, teachers will be able to differentiate tasks, readings, and assignments for ELLs. Scholars will be taught vocabulary through formal instruction, as well as through authentic use in language-rich settings in and out of the classroom. Scholars, who need extra support in literacy, including ELLs, may access the Learning Center, Extended Day or Summer Session to receive more individual, intensive support. In addition, Rainier Prep will provide ELL Newcomer Support, where scholars will be matched with on other student or staff member who speaks the same language, in order to help adjust to and build their sense of belonging and engagement with the school community.

Monitoring and Exiting from Services. Rainier Prep will adhere to state regulations outlined in WAC 392-160-015 and reassess all eligible scholars on an annual basis. This evaluation will include completion of the WELPA Annual Test. Reclassification procedures utilize multiple criteria in determining whether to classify a student as English Proficient and include: (a) results from the annual WELPA; (b) teachers' assessment of student's curriculum mastery, and; (d) parental opinion.

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 scholars.

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

Special Populations that Rainier Prep Expects to Serve

The student population enrolled at Rainier Prep will be representative of the community in South King County. In general, residents in this area reflect a high level of diversity when compared to Washington State. This diversity is echoed in the makeup of the student

population within Highline Public School District, where there are substantial populations of Hispanic (36.5%), Islander (18.7%), Asian (14.7%), and Black (11.0%) scholars.³⁴ Approximately 23.6% of Highline area residents were foreign born, and 36.9% of residents speak a language other than English at home.³⁵ Within the school district, 22.3% of scholars participate in the Transitional Bilingual program, significantly higher than the state average of 9.0%.³⁶ According to the Highline Public Schools' website, scholars in this district speak over 100 languages.

The majority of scholars in the school district come from low-income households, with 69% qualifying for Free and Reduced Priced Meals. This is a significantly higher rate than experienced by scholars on average in Washington (46.1%). Within the district, 15.1% of scholars are classified with a disability, slightly higher than the state average of 13.0%

In regard to academic performance, 2012-2013 Measurement of Student Progress (MSP) data reveal that fewer Highline School District scholars meet reading and math standards than Washington State scholars on average. It is clear that schools serving scholars in the Highline area must be prepared to meet the needs and value the strengths of an incredibly diverse population of scholars and families

How the program will meet or be adjusted for the diverse needs of scholars. Rainier Prep will provide extensive support to all scholars in Tiers 1, 2, and 3. It is a philosophical belief that all scholars benefit most from being part of the general learning environment whenever possible.³⁷ We believe that the strongest services for special populations must begin with world-class supports for all scholars. For example, Rainier Prep courses will be highly personalized with data-driven learning plans, and a highly differentiated classroom approach that includes the use of blended learning, small groups, and individualized project-based work. Scholars identified to participate in tier two and tier three level supports need more personalized, specialized services provided or monitored by highly qualified special education or language staff. The RtI model adds the following layers of support for these scholars.

- a) Learning Center Access
- b) Extended Day
- c) Summer Session
- d) Positive Behavioral Supports
- e) Mental Health Intervention and Case Management

3. Explain more specifically how you will identify and meet the learning needs of scholars 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 scholars with special education needs (and avoiding misidentification);

³⁴ Washington State Report Card, OPSI, September, 2013.

³⁵ Data based on average 2010 US Census data for the following cities: Boulevard Park, Burien, Des Moines, Normandy Park, SeaTac, Tukwila, and White Center

³⁶ Washington State Report Card, OSPI, September, 2013.

³⁷ Hehir & Associates, "Review of Special Education in the Commonwealth of Massachusetts," April, 2012.

- b. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure scholars' access to the general education curriculum; and ensure academic success for scholars with special education needs;
- c. Plans for monitoring and evaluating the progress and success of special education scholars 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 scholars with special education needs (high school only); and
- e. Plans for qualified staffing adequate for the anticipated special needs population.

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

Scholars with Disabilities

Rainier Prep will comply with all applicable federal and state laws in serving scholars classified with disabilities, including but not limited to, Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA), the Individuals with Disabilities in Education Act (IDEA), the Revised Code of Washington (RCW 28A.155), and the Washington Administrative Code (WAC 392-172A). It is understood and agreed that all children will have access to the school and no student will be denied admission nor counseled out of the school due to the nature, extent, or severity of his/her disability or due to the student's request for, or need for, special education services. The school recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Rainier Prep. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

Identification. Rainier Prep is committed to serving scholars with Individualized Education Programs (IEPs) immediately upon entering the school. When scholars are admitted to the school, we will use the information on the application regarding IEP identification as the first mode of identifying scholars joining us who may need additional support. For all newly enrolled scholars, the Learning Specialists will also 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 scholars who enroll from another school with a current IEP, the school will conduct a transitional IEP meeting within 30 days. Prior to such meeting and pending agreement on the new IEP, the school shall implement the existing IEP, to the extent practicable or as otherwise agreed between the school and the parent.

Throughout the school year, Rainier Prep's frequent internal assessment program provides an efficient means to identify scholars who are struggling academically in compliance with the Child Find requirements of IDEA. If a student is not making sufficient academic progress, the Grade Level Team will develop a pre-referral (tier two) strategy that may include academic intervention and/or other supports. The effectiveness of the pre-referral strategy on the student's progress will be carefully monitored for up to six (6) weeks by the Grade Level Team. In addition, other information will be gathered to determine if a student may have a learning disability, such as parent questionnaires, classroom observations, analysis of work samples, and teachers' anecdotal data.

If tier two strategies are unsuccessful, then a Student Intervention Meeting(SIM) will be scheduled with the parent, the student, the School Leader, the Learning Specialist, the scholar's Advisor, and as relevant, teachers, the Social Worker, and/or agency providers. If the scholar has not progressed academically, and classroom teachers or the Learning Specialist believe a disability may exist, the student will be referred, in writing, to the Lead Learning Specialist for individual evaluation and determination of eligibility for special education programs and services. Referrals may be made by any professional faculty member of Rainier Prep. A copy of such referral along with the procedural safeguards notice described in WAC 392 172A-03000 will be sent to the student's parents. The Learning Specialist and the School Leader or designee 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 parents, the School Leader or designee, the Learning Specialist, the student's Advisor, and other appropriate staff. At that time, a decision will be made as to the student's eligibility for special education services. In compliance with WAC 172A-03005, evaluations and decision about eligibility will be made within 35 school days after the date that written consent for the evaluation is provided by the parent. If the student is eligible for special education services, an IEP team will be formed that includes members outlined in WAC 392 172A-03095, and an IEP for that student will be developed within 30 days.

Parents may also request an assessment for special education at any point throughout the school year. This request must be in writing. The school will have 25 days from the date that a written request is submitted to determine whether or not to evaluate the student. If the decision is made to assess the student, then the appropriate consents will be obtained from the parent and the process will proceed (in adherence to the timelines) as described above.

Section 504

Rainier Prep will efficiently identify any scholars protected under Section 504 including any student determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such impairment; or (3) be regarded as having such impairment. For any such student, Rainier Prep will comply with regulations outlined in the Section 504 regulatory provision at 34 C.F.R. 104.35(b) in individually evaluating a student before classifying the scholars as having a disability. Rainier Prep will adhere to regulations outlined in Section 504 by securing the proper parental consents before carrying out any evaluation of the student. A multi-disciplinary committee including persons knowledgeable about the student, the meaning of the evaluation data, and the placement options will determine if they have enough information to make a knowledgeable decision as to whether or not the student has a disability. In compliance with the Section 504 regulatory provision at 34 C.F.R. 104.35(c), the committee will draw from a variety of sources in the evaluation. Once a student has been classified to receive 504 services, the team will determine what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education (FAPE). The 504 plan will be made available to team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors. As required by Section 504, periodic re-evaluation of student's 504 plans

will occur at least every three years, but no more than once a year, unless the parent and school agree otherwise.

Programs, Practices, and Strategies. Our special education program will be spearheaded by a special education certified teacher (“Lead Learning Specialist”), directly responsible for ensuring that Rainier Prep is in compliance with all applicable special education laws and requirements. Experienced and certified special education teachers (Learning Specialists) will be employed to ensure that the unique needs and learning styles of all scholars are being met. Whenever possible, we will educate all scholars within the general education classroom, unless the nature of the disability requires a student’s a different setting for appropriate educational progress.

Learning Specialists will coordinate the direct instruction and inclusion of Special Education scholars. Classroom teachers will be informed of their responsibilities for particular scholars, trained and guided by the Learning Specialists and/or the School Leader on how to successfully meet those responsibilities, and will implement any modifications or accommodations in their classes in accordance with the scholars’ IEP. Tutoring, counseling, physical, occupational, speech and language therapy services will be provided, as required, (either by Rainier Prep certified staff or specially contracted expert professionals) for those with special needs.

Rainier Prep will attempt to keep scholars mainstreamed whenever possible. However, we will provide the Learning Center for scholars that may benefit from a different type of learning environment or who may need additional support and time to master the mainstream content. Scholars will be provided with outstanding, small group instruction with a Learning Specialist who will focus on the following objectives:

1. Provide content and skill support for mainstream classes
2. Provide remediation as needed to build towards access to mainstream classes
3. Provide behavior and life-skill coaching to build towards access to core classes

For academic interventions, the School Leader will work closely with the Lead Learning Specialist to identify evidence-based curricula that are relevant to the demographics of the school, which may include proven methods such as Wilson, Slingerland, Reading Assistant, FocusMath, and/or STMath.

It is well established that a “collaborative melding” of multi-tiered academic and behavioral/social-emotional supports holds great promise for addressing the needs of all students, including scholars with disabilities.³⁸ Rainier Prep will ensure that all of its scholars benefit from an integrated intervention approach that addresses all barriers to academic success. Rainier Prep’s multi-tiered spectrum of behavioral/social-emotional support is further articulated below.

³⁸ Sugai, G., & Horner, R. H. Responsiveness-to-intervention and school-wide positive behavior supports: Integration of multi-tiered system approaches. *Exceptionality*, p. 223-237, 2009.

Evaluating Progress. In accordance with federal and state regulations, all IEPs will be evaluated and revised as needed at least annually. All assessments and evaluations will be repeated at least once every three years. The IEP will be legally managed by the Lead Learning Specialist. Regular progress on IEP goals will be reported to parents, parallel to Rainier Prep’s general progress reporting schedule.

Staffing. All special education services at Rainier Prep will be delivered by individuals or agencies qualified to provide special education services as required by the IDEA and WAC. The vision is to have one special education certified teacher (Learning Specialist) for each grade level. This Learning Specialist will loop with their group of scholars until they graduate. One of the Learning Specialists will serve as the Lead Learning Specialist who will have the additional responsibility of coordinating with outside providers, collaborating with the Education Service District (ESD) or special education cooperative, and monitoring compliance with all laws, policies and regulations regarding special education services.

Rainier Prep intends to work with a special education co-op, ESD and/ or school district partner on securing itinerant staff and services for scholars with disabilities, including but not limited to, speech therapists, occupational therapists, behavioral therapists, psychologists, and transportation. As noted in the Budget Narrative, the Rainier Prep Board will always have a contingency plan ready in the case that the costs of an IEP student (or multiple IEP scholars) increases the expenses on the budget. We will work to build up a reserve of at least \$100,000 that is set aside in case of a large special education expenditure.

4. Explain how the school will meet the needs of English Language Learner (ELL) scholars, including the following:
 - a. Methods for identifying ELL scholars (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 scholars;
 - c. Plans for monitoring and evaluating the progress and success of ELL scholars, including exiting scholars from ELL services;
 - d. Means for providing qualified staffing for ELL scholars.

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

Means for providing qualified staffing for ELL scholars. Rainier Prep will actively seek out Learning Specialists and teachers with an endorsement in teaching English Language Learners, or ones who are willing to pursue such an endorsement. We will support teachers by providing professional development on structured immersion instruction such as SDAIE or GLAD strategies.

When scholars enroll, their families will fill out the home language survey and will let us know if they believe that their child was qualified for ELL at their last school. The office staff will coordinate with the feeder pattern schools to develop good relationship to help find this information when the family is unsure. The Lead ELL Learning Specialist will also double check with the state database in case the family was uncertain. All necessary paperwork will be followed with translation offered whenever possible. Any scholar whom a staff member suspects may need services, will be referred to the lead learning specialist who is trained to

assess language skill. Rainier Prep will avoid misidentification by following the law, best practices, and by training all staff on how to work with scholars who speak more than one language.

Scholars will be assessed yearly on the state required test. This will determine if they ready to exit ELL services. We will use daily monitoring and consistent evaluation of academic progress to help each student be successful. Because we will be working with a high number of scholars who qualify for ELL, we will actively seek teacher candidates with experience and skills in this area (ELL endorsed, proven track record with ELL scholars, or fluent speaker of one of the primary languages). All staff at Rainier Prep will be trained in working with ELL scholars.

5. Explain how the school will identify and meet the learning needs of at-risk scholars 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, scholars who do not meeting minimum standards of academic proficiency, scholars who are at risk of dropping out of high school, scholars in chronically low-performing schools, scholars with higher than average disciplinary sanctions, scholars with lower participation rates in advanced or gifted programs, scholars who are limited in English proficiency, scholars who are members of economically disadvantaged families, and scholars who are identified as having special educational needs.*

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

At-Risk Scholars

Some of our school’s most at-risk scholars, including those who come to us from chronically low-performing schools and/or disadvantaged neighborhoods, are those that experience challenges in multiple domains. It is our intention to provide the opportunity for scholars to have access to coordinated and integrated care. We are actively seeking partnerships with mental health agencies, such as Navos and Southwest Youth and Family Services, who would be able to provide services both within the community and onsite.

Rainier Prep’s multi-tiered approach to support will ensure that these challenges are identified early and given frequent follow-up service and attention. By proactively and consistently analyzing data that indicates students’ level of engagement and success, including academic assessment data, attendance, and disciplinary data, the Rainier Prep community will make certain that each youth receives an appropriate level of intervention to meet their individual needs. In addition to the spectrum of academic interventions articulated above, Rainier Prep will provide the following behavioral/social emotional supports to scholars:

Tier One, Behavioral/Social Emotional. Rainier Prep is committed to creating a safe, active, and accessible learning environment for all scholars. This will include the clear articulation of school-wide behavioral expectations and the use of positive behavioral supports for all scholars. To support the healthy social emotional development of our student body, Rainier Prep plans to integrate the development of Leadership Skills (curiosity, collaboration, initiative, and grit) into scholars’ school experience, and to utilize Restorative Justice methods when navigating social-emotional and behavioral challenges that arise. Finally, daily Advisory time will be used to promote social-emotional development as well. Rainier Prep will consider implementing anti-bullying or school-wide social emotional curricula based on the needs demonstrated by our

school community, such as the evidence-based programs Olweus Bullying Prevention and Second Step.

Tier Two, Behavioral/Social Emotional. The School Leader will work to develop thresholds for the initiation of tier two services, considering data gathered through office discipline referrals and attendance. In addition, individual scholars will be identified for tier two supports through Grade Level Team (GLT) meetings. For scholars who are experiencing behavioral challenges, the GLT will work to create an individualized Behavior Contract. Behavior goals will be developed and assessed over time to determine if a scholar is ready to return to tier one levels of support, or if they may be candidates for tier three services. For scholars who are experiencing social emotional challenges, the GLT may refer them to participate in group therapy, such as Cognitive Behavioral Intervention for Trauma in Schools (CBITS) and Aggression Replacement Therapy (ART, targeting the specific risk-factors revealed through assessment data). Each student’s progress will be assessed at the end of the intervention cycle to determine if they are ready to return to tier one levels of support, or if they may be in need of intensive, tier three services.

Tier Three, Behavioral/Social Emotional. These services include Functional Behavioral Analysis (FBA) and the development of a Behavior Intervention Plan (BIP), and mental health case management, including referrals for individual and/or family therapy. FBAs identify antecedents to problem behaviors, the purpose or function of the problem behavior, possible replacement behaviors that could be taught to the student and strategies for ensuring that desirable behaviors are reinforced and problem behaviors are not. The process culminates in the development of a BIP that is carried out and closely monitored by the team. Close partnerships to quality mental health providers will be pursued, so that scholars in need may be easily referred within the community. During the first year, Rainier Prep will have an onsite social worker who will oversee case management and provide (to the extent possible) onsite direct services for scholars and families.

6. Explain how the school will identify and meet the needs of highly capable scholars, 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 scholars; and
 - c. Means for providing qualified staffing for intellectually gifted scholars.

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

Highly Capable Scholars

Programs, Practices, Strategies, and Opportunities. Rainier Prep’s instructional program is designed to differentiate instruction for all levels of skill and ability. This individualized design is particularly effective for gifted scholars. Additionally, a variety of instructional techniques and materials provided in Rainier Prep’s academic program allows highly gifted scholars to accelerate the pace of their learning, including blended rotational groups, and project-based work (“challenges”) during Inquiry. The strategy of gradual release will allow for highly gifted scholars to experience accelerated levels of independence, based on their skills and capacity.

Monitoring and Evaluating Progress. Rainier Prep uses the Washington State definition of highly capable which means a student who has been assessed to have superior intellectual

ability as demonstrated by one or more of the multiple criteria in WAC 392-170-040. Highly gifted scholars will participate in all academic assessments and results will help to inform the development of highly individualized and rigorous personal learning plans that will ensure they continue to be challenged and engaged.

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

Student Recruitment and Enrollment

1. Explain the plan for student recruitment and marketing that is culturally inclusive and will provide equal access to interested scholars and families. Specifically describe the plan for outreach to at-risk scholars.
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 scholars or parents.

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

We will focus our recruiting and marketing efforts in the highly diverse area of Highline/South King County. Our recruitment campaign will include outreach to youth development organizations with a long history of working in these communities such as Rainier Scholars, the Boys and Girls Club, YMCA programs, Neighborhood House, faith-based organizations and leaders and teachers at local district schools. Our recruitment and outreach efforts will focus on attracting our target demographic, those having the greatest number of barriers to accessing a college education. Our efforts will target three essential groups: scholars, parents and other local grassroots and educational leaders, in an attempt to ensure that they have a full understanding of the opportunities available at Rainier Prep.

We will host upwards of 20 student and parent information sessions throughout the community over the course of the enrollment season. We will host these on different days of the week and at various times of the day to ensure that no student or parent misses out on learning about Rainier Prep due to work schedule conflicts or other logistical challenges. These meetings and information sessions will be offered in multiple languages, with translators and revolutionary headsets available to dramatically increase the efficacy of translator presence and to ensure that all of our presentation materials are culturally sensitive and relevant.

Rainier Prep will work with established community based youth development programs who have worked successfully in this geographical region such as Rainier Scholars, Neighborhood House and the YMCA to identify low-income, “at-risk” students (and parents) who would benefit from the Rainier Prep opportunity. We will engage deeply and share the school’s vision with area educators (teachers and principals) who know their student population best and can

encourage scholars and families to give full consideration to the Rainier Prep opportunity. Once we have an opportunity to engage with parents in the process, we will present a shared vision for a school which holds the highest of expectations and offers the highest levels of support for their children. We will utilize the voices of scholars and parents who themselves have previously benefitted from a Rainier Prep type experience; in the start-up years, these voices will come from some of the above-mentioned partners but as our history develops at Rainier Prep, the student and parent voices of greatest impact and value will be our own alumni/ae and their parents.

In the startup year, the student recruitment will be done by the School Leader and the Recruitment and Outreach Coordinator/Office Manager. Should we exceed capacity, we will hold a public lottery where all of the names of the scholars without siblings from a given grade will be given a number, and numbers will be selected at random one-by-one until capacity is reached. After capacity is reached, we will continue to select numbers to create a waitlist for the current year. Scholars on the waitlist will be notified if a place becomes available. If they want the spot, they can then transfer into Rainier Prep from their current school.

There will be community meetings, information nights, and school tours once open, to help families prepare for this new experience. All of the pre-admission activities are meant to share information and make sure that the family and the student understand the mission, focus, goals, culture, expectations and tremendous opportunities available within Rainier Prep. Attachment 6 contains the remaining information for recruitment and enrollment including timelines and lottery procedures.

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 scholars 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 scholars 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 scholars facing expulsion and a plan for providing services to scholars who are expelled or out of school for more than ten days.
5. Discuss how scholars and parents/guardians will be informed of the school's Discipline Policy.

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

The culture and discipline systems are built on the idea of a growth mindset: that when a scholar makes a poor choice that it is a learning opportunity where the scholar will be treated

logically and fairly by the adults in hopes that positive learning can result. Scholars must find a way to demonstrate to the community how they have corrected for the problem and/or how it will be different the next time. Staff will use logical consequences wherever possible. For example, if a scholar writes graffiti on the bathroom wall, then he/she would clean the graffiti off of the bathroom wall. This is a time for scholars to learn from small mistakes so that their actions do not escalate into bigger and more consequential matters. Our approach to student management is detailed in the School Culture section.

Because Rainier Prep’s mission is to prepare every student to excel at a four-year college and become a leader in their community, staff will do everything that we can to keep scholars in their classroom learning environment. In cases where scholars are struggling to meet expectations, staff will provide alternate learning settings where scholars will have a short time to regroup, reflect and return to the classroom. When scholars are suspended, our goal will be to require the shortest number of days away from school possible. With “out of school suspensions,” staff will attempt to equip the scholar with the needed technology to “skype” or use other technology like Edmodo to engage in the classroom learning so that they do not fall behind.

This discipline policy is based on practices from a combination of Positive Behavior Interventions and Supports (PBIS) and high poverty, high performing charter schools with excellent academic outcomes and low student attrition, such as Arthur Ashe School (First Line Schools) in New Orleans and the Denver School of Science and Technology. Like theirs, this discipline policy is grounded in clear expectations, high structure, and logical consequences that have proven effective with similar school populations as ours. In addition, our School Culture section details how staff will build healthy relationship with scholars and how they will work from a positive behavior support framework.

While all scholars will be held to the same high expectations, strong teacher-student relationship and excellent professional development will ensure that scholars’ cultural differences are respected and celebrated. All staff will study the discipline data to check for disproportionality across race, gender, special needs, etc. Staff will make plans to address challenges as well as to proactively connect with scholars or groups of scholars who are over represented in our discipline data. School Leadership will be responsible for building the staff’s cultural competency through thoughtful and continuous training.

During the family orientation evenings and the home visit/family interview, staff will share the discipline policy and provide time for scholars and families to ask questions. The office, the School Leader, and the Dean of Culture will provide any further clarification as needed. The school discipline policy will also be posted on the school website. Scholars who enroll midyear will receive an orientation and get time for questions about the discipline policy and the school expectations and procedures. All remaining questions for the discipline section are located in Attachment 7.

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 scholars 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 scholars in the school.
3. Provide evidence of the organization’s prior experience in taking over or turning around an under-performing school and the ways in which the group will engage and transform the existing school culture.

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

Not applicable as we are not a conversion school.

Family and Community Involvement

1. Describe the role to date of any parents/guardians and community members involved in developing the proposed school. Include other evidence of parent/guardian and community support for the proposed charter school.
2. Describe what you have done to assess and build parent/guardian and community demand for your school and how you will engage families and community members from the time that the school is approved through opening.
3. Describe how you will engage parents/guardians in the life of the school (in addition to any proposed governance roles described in Section 2 below). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents/guardians.
4. Discuss the community resources that will be available to students and families. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, as **Attachment 9** existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

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

Rainier Prep deeply values the community and families it serves, and considers them full partners in the design and success of the school. For it is a true partnership between Rainier Prep and its families/scholars which stands at the core of the school mission: together, alongside parents, guardians and extended community members who have visions of choice and opportunity for their child’s future, Rainier Prep will work to ensure college readiness, academic and personal success for each of its scholars. In addition to all of the activities and strategies described in the student recruitment and enrollment section which involve families and community members, Rainier Prep has taken a number of steps to engage family and community members in its early planning stage months. Between September and the submission of this charter, Rainier Prep held six public meetings to share information and listen to ideas from the community on what they want to see in a school. In Attachment 9, the reader will see evidence of public meetings, letters of community support, signatures of students, and photos of events. In addition to larger public meetings, Rainier Prep has also met with many community members, including leaders from the Boy and Girls Club, Highline Community College, White Center CDA, YMCA, South County Council of Human Services and Highline Public Schools. Each meeting has helped to inform the development of our school, because Rainier Prep wants to create a school that is truly responsive to the needs of the community.

Rainier Prep Community Meetings Through November 2013

Date	Time	Location	City	Audience
October 10	5PM	Valley View Library	SeaTac	Families
October 17	11AM	Greenbridge	Seattle	Community Based Leaders
October 26	1PM	Tukwila Library	Tukwila	Families
November 2	10:30AM	Burien Library	Burien	Families
November 14	5:30PM	Greenbridge	Seattle	Greenbridge Residents
November 16	12:00PM	Burien Community Center	Burien	Families and Community

Rainier Prep has just begun what will be a long, deep, and generative conversation with families and communities over the next 18 months. Its first set of informational meetings are laying the groundwork for a grassroots effort to mobilize families and leaders in service of exploring what is possible for their children. The organization will continue to hold monthly public meetings – intentionally scheduled for different locations and different days/times to provide access to all – and encourage parents to attend regularly to keep up a dialogue. Rainier Prep has begun to build a group of parents/family members who will take on some leadership roles in our community organizing efforts, and has already begun to identify some of those local, grassroots leaders who have a hand “on the pulse” of the community and will offer invaluable insight and wisdom during the design phase of the process.

Once the school is approved, Rainier Prep will engage in even deeper and intentional work with the community. In addition to monthly meetings, the organization will

- set up public booths at local events (farmers markets, community healthcare events, Community Based Organization partnership meetings) for families to give input and ask questions
- participate in local public forums (such as the Equity Summit at Highline Community College)
- develop partnerships with after-school providers (Neighborhood House, Boys and Girls Club, YMCA) with the goal of outreach to their students and families
- disseminate school information at family-friendly centers in the neighborhoods it plan to serve (community centers, libraries, child-care centers, food banks, etc.)
- disseminate information at apartment complexes in target neighborhoods and work with King County Housing to visit housing communities

Rainier Prep is also exploring relationships with nearby elementary schools so that principals and school staff can refer students who may benefit by the Rainier Prep experience.

Rainier Prep strives to become a Partner School³⁹ that models inclusivity and openness to the

³⁹ Henderson, Mapp Johnson, Davies. [Beyond the Bake Sale: The Essential Guide to Family-School Partnerships](#). The New Press, 2006.

surrounding community: a school that builds authentic relationships with families, connects parents to learning experiences at the school, is inclusive of all families, and works alongside the community to collaboratively serve its children and citizens. All families will be asked to provide 10 or more hours of voluntary service to the school. This is intended to help build a sense of community through needed tasks and meaningful engagement. Examples of voluntary service will include high leverage work that supports student learning, like volunteering in classes or coaching/leading enrichment activities, and flexible work to accommodate busy parents' schedules, like organizing a community BBQ from home or leading a phone tree to coordinate important information sharing.

Office staff and the Family Outreach Worker will identify parents who will help coordinate school volunteers and create a menu of options that make service engaging and inviting for a diversity of parents. The Enrichment Coordinator will also work closely with families. Once open, Rainier Prep will host informal family events quarterly to make our school an inclusive environment for parents and the surrounding community. As outlined in *School Culture*, advisors will build deep relationships with families through home visits, regular communication, and a four-year relationship with their scholar. Parents will be made aware of volunteer opportunities and expectations via general meetings and home visits, and will become invested in the vitality and health of the school and proud of the many ways in which they each contribute to it. Parents will be offered an opportunity to serve on the Rainier Prep (Parent/Community) Council, a group which will meet regularly with the school leadership team to ensure that parent and stakeholder voice and perspective is always represented, considered and accounted for when decisions are being made, especially ones which directly impact students and families.

Furthermore, Rainier Prep intends to build a parent education component into Rainier Prep's services as well. The organization will provide relevant and timely parent workshop topics on issues ranging from "Understanding the Teenage Brain" to "Healthy Teen Relationships" to a "Diabetes Prevention and Nutritional Eating". These sessions will enable parents not only to hear from experts in the field about the development of their children at various stages, but will also provide the treasured opportunity to speak with one another about what they are experiencing with their scholars at various ages and stages. Time and experience have shown us that those types of opportunities for connection parent-to-parent are the most valuable in helping all to navigate the rocky waters of raising a teenager.

Rainier Prep is also committed to improving family engagement as it grows. The organization will provide a yearly survey to gauge family satisfaction with the school. The Family Outreach Worker will keep data on event attendance and family participation in volunteering, family conferences, parent workshops sessions, etc. This data will be shared with staff to improve family relationships and used to conduct a yearly needs assessment of family involvement and satisfaction with Rainier Prep. At the core, the organization will focus on simultaneously achieving academic targets with scholars while ensuring that parents are a vital, included part of the process.

Rainier Prep is in conversation with several community organizations about partnering with the

program to maximize student services and outcomes. This list includes, but is not limited to: Rainier Scholars (for sharing of best practices around curriculum, instruction, school culture, professional development and financial planning), the University of Washington (for potential collaboration with School of Education teacher training program as well as other departments) and AmeriCorps for a cohort of members who can provide critical assistance with our enrichment programs described in an earlier section of the application (and simultaneously serve as role models for scholars around the pursuit and attainment of a 4-year college degree). Rainier Prep will continue to develop key partnerships as the school establishes itself and becomes ever more aware of the critical needs for scholars which collaboration with other organizations can provide. The organization's vision is to create a school in which the community feels a sense of pride, an identity for the school which makes the community members around it feel inspired by the possibilities of what can be achieved when a group of committed people come together with a common goal and mission of making college a reality for all of its scholars. The school is not planning any fee-based programs at this time. Letters of support are provided in Attachment 9.

Educational Program Capacity

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

Describe the group's ties to and/or knowledge of the target community.

2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development.
3. Identify the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in.
4. Provide, as **Attachment 10**, the qualifications, resume, and professional biography for this individual. Discuss the evidence of the leader's ability to effectively serve the anticipated population.

--OR--

If no candidate has been identified, provide as **Attachment 10** the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the School Leader.

5. Describe the responsibilities and qualifications of the school's leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these

positions and provide, as **Attachment 11**, the qualifications, resumes, and professional biographies for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring, and provide job descriptions as **Attachment 11**.

6. Explain who will work on a full-time or nearly full-time basis following assignment of a location to lead development of the school and the plan to compensate these individuals.

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

Key Members of School Leadership Team:

School Leader: There is an immense amount of quantitative and qualitative data reflecting the reality that the potential for success of a school seeking to dramatically shift the outcomes for the most under-performing and under-resourced scholars and communities is rooted in the leadership of the school. At the core, a school must have a visionary and committed leader who demands excellence from his/herself as well as every adult and child in that community, and offers tremendous guidance and inspiration to that community of teachers and learners. At Rainier Prep, such a leader exists in the form of Maggie O’Sullivan. Now in her 17th year in public education, having served as a classroom teacher, department chair, school reform leader, principal, district leader and senior fellow in the Washington State Charter Schools Association, O’Sullivan possesses both the depth and breadth of experience in effective administration, curricular leadership and design, governance and school leadership to ensure successful outcomes for the school. Ms. O’Sullivan is a leader who draws other excellent educators to her vision, shares it enough so that it becomes their own and then drives a team relentlessly towards achievement of the goals which will result in successful student outcomes.

After an undergraduate career at Bowdoin College and Masters degree work at Wesleyan, she earned a Masters in Education at Stanford University in 1997. Following a stellar high school teaching and coaching career in Tukwila at Foster High School (in which she passed National Boards and led her school’s efforts to land the Gates Achievers grant), she has spent the past 8 years as a principal in Federal Way School District. In both low-income, highly diverse schools in which she has served, she has produced great results through establishing a culture of achievement and inquiry. For example, in 2012 Reading and Math MSP testing, her overall 3rd grade scores outperformed district and state level results by 10-19% and her Hispanic 3rd graders outperformed other Hispanic students in both the district and state by 17-30% points.

Ms. O’Sullivan is a super smart, roll up your sleeves, get the job done kind of leader, and she shares a deep belief in the life-changing opportunity afforded through a high-quality education. There is no one more ready to lead this effort. Her passion for ensuring that all students have the opportunity to achieve, proven track record at closing the achievement gap in each and every school in which she has worked and led, and her unceasing commitment to do “whatever it takes” in terms of effort, preparation, teacher identification/professional development and the building of a strong school team and community culture make her the ideal leader in an inaugural charter school effort.

Ms. O’Sullivan is an ardent researcher of best practices who carries with her a commitment to inquiry and implementation of what both research and on-the-ground experience have shown to be true and effective. She is unafraid of innovation but also simultaneously uncompromising about ensuring the acquisition of basic and fundamental skills. She is a lifelong student of the

art of teaching and learning, and her athletic background shines in the qualities of leadership and community building she brings forth in all involved. From every staff member in the building to every student, parent and board member with whom she is engaged in her work, each knows that they have an essential role to play in successful outcomes and she inspires a mutual commitment to/investment in mission achievement. Her fierce commitment to issues of equity and justice for ALL students fuel her commitment to the work, as evidenced by the fact that she has intentionally sought out school settings in which the population of students and families have traditionally been underserved or have had inadequate access to resources. (See Attachment 10 for the School Leader’s Resume.) Additionally, Rainier Prep understands the importance of a leadership succession plan for Rainier Prep. The organization plans to develop capacity internally so that the Director of Academics or the Director of Operations could be ready to step into the School Leader role if needed. The organization would, of course, conduct a national search if neither of these people were ready for the School Leader position.

Ms. O’Sullivan understands that the most important decisions a School Leader makes is the selection of teachers and other staff who will be charged with delivering on the mission of the school. To this end, she has begun to formulate a design team of thinkers and developers, as well as an early target list of teachers ideal to recruit for the opening of Rainier Prep. In Design Team Phase 1, Rainier Prep already has a strong team of volunteer educators who bring a diverse skill set and a wealth of experience.

Design Team Phase 1

Name	Organization	Title	Area of Contribution
Hong Nhi Do	Brooklyn Prospect Charter School	Learning Specialist	Sped, Community Outreach
Heather McKey	Northwest School	ELL Teacher	ELL, ELA, Ed Model
Sumiko Huff	Rainier Scholars	Academic Director	Culture Curriculum Dev.
Rachel Fletcher	Formerly with YES Prep	6 th Grade Teacher	Ed Model
Susan Toth	KIPP	Ed Director	Culture, PD, Performance Management
Adie Simmons	WA State Charter Schools Association	Director of Community Outreach	Family and Community Engagement
Susie Wu	Rainier Scholars	Director of Leadership Development	Science and Math Curriculum Leadership

Furthermore, Ms. O’Sullivan and the founding board understand the critical importance of an

equally superb leader in the realm of facilities, operations and logistics which makes all growth and development within a school possible. One of the highest priorities once approved for a charter will be to identify a person who brings equivalent operational expertise to match Ms. O'Sullivan's and her staff's expertise in the educational realm. (See Attachment 11 for job description, timeline, etc.)

As a Senior Fellow with the Washington State Charter Schools Association's Leadership Center, Ms. O'Sullivan is learning leadership and high-performing charter best practices development based on study of, introduction to, and support from charter experts. The Senior Fellows Program is a year-long program (July 2013-2014) that provides weekly seminars taught by local and national education and charter experts, trips to observe high performing charter schools, personalized coaching from former charter leaders, and ongoing support with partner organizations. Some of these experts and partners include:

- The New Teacher Project (human capital)
- EdTec (budget and finance)
- Seneca Family Agencies (special education)
- Charter Board Partners (board governance)
- Marci Cornell-Feist, The High Bar (board governance)
- Ben Marcovitz, Collegiate Academies (school culture)

Ms. O'Sullivan has toured schools and interviewed leaders at the following high performing charter schools: Summit Public Schools, Aspire Public Schools, Lighthouse Community Charter School, Leadership Public Schools, Denver School of Science and Technology, Strive Preparatory Schools, The Odyssey School, SciAcademy, Firstline Schools, Crescent City Schools, KIPP Believe, KIPP Central City, and Bricolage Academy. She will continue to receive support from these and other charter experts on proven practices in high performing, high poverty charter schools for the remainder of the year. She will also complete residencies in high performing charter schools before the planned opening of Rainier Prep in 2015-16. These residencies will focus learning on data-driven instruction, teacher observation and coaching, community engagement, hiring, board governance, school culture, teacher professional development, and strategic planning.

Ms. O'Sullivan understands the tremendous importance of a high-functioning founding board to ensure a school's success, and has recruited an exceptional group to be involved at inception. These include leaders from the business, finance, education, legal, policy and nonprofit worlds of the greater Seattle area. Below is a list of the board members and a short summary of their qualifications and areas of expertise as a part of the founding team.

Andy Jassy (Chair) – Business: Andy holds both AB and MBA degrees from Harvard. Andy has been at Amazon for 16.5 years, building and leading the CRM function, writing the business plan and leading the Music business, co-leading Amazon's Marketing team, serving as Jeff Bezos's Chief of Staff, and leading the creation of Amazon's Cloud Computing business-- Amazon Web Services (AWS), which he has managed since its inception and continues to lead today. Prior to joining Amazon, Andy managed his own marketing business, and spent nearly three years as a Product Manager at MBI, Inc. He has served on commercial Boards (Coupa Software) and non-profit Boards (Rainier Scholars). He brings deep experience in strategic

planning, growth management, fundraising, performance management, finance, staff leadership development, and start-up operations.

Max Silverman (Vice Chair) - Educational Leadership: Max holds a BA from University of Wisconsin at Madison and an MA from San Francisco State. He is currently the Associate Director at the Center for Educational Leadership at the University of Washington. Previously, Max served as the Executive Director of High Schools (and Principal) in Highline Public Schools. Max brings tremendous expertise in all aspects of school and district administration, including curriculum, instruction, assessment, community engagement, school leadership, staff development and data-driven educational reforms. Max's professional experience is deeply rooted in the community Rainier Prep seeks to serve and he is an integral partner in establishing positive relationships with all constituencies in the Highline and South Seattle schools area.

Joan Hsiao (Treasurer) – Finance: Joan holds an AB from Harvard and MPPM from Yale. She is currently a teacher with Historian in Residence as well as a community volunteer. She brings critical expertise in financing and budgeting, with private and public sector professional experience in finance and budget analysis. Prior to becoming a teacher, she worked as an investment banker in corporate and public entity financings and also as a budget and policy analyst for the Office of Management and Budget in New York and for the Seattle City Council. As a community volunteer, Joan has enjoyed service for a number of schools. In addition to board memberships, she has held a variety of leadership position in PTAs and including serving on the Board of Trustees at the Lakeside School.

Adam Porsch (Secretary) - Legal: Adam holds both a BA and an MA from Northwestern, as well as a JD from Yale. He is currently a Senior Program Officer for the Bill & Melinda Gates Foundation's College Ready Program. Adam brings a background in law and specifically charter school law and governance, experience in school board leadership management. Prior to joining the Gates Foundation, Adam served as consultant for the executive team at New Leaders for New Schools. Adam also served as Director of Performance Management for the District of Columbia Public Schools, where he led the development of the school system's first performance-based budget. Adam brings great knowledge of high performing charter schools nationwide and specializes in building positive relations between districts and charter schools.

Ed Taylor – Post-Secondary: Ed holds a BA and MA from Gonzaga University and his PhD from the University of Washington. He is currently Vice Provost of Undergraduate Affairs at the University of Washington and Professor in the School of Education. Ed brings tremendous expertise in management, non-profit board service, curriculum, instruction and assessment, as well as deep experience in community and family engagement. Ed understands what it takes to create high-quality schools and educational programs and is deeply knowledgeable about the diverse populations Rainier Prep seeks to serve.

In addition to the School Leader and the Board, our plan for startup recruiting, hiring and job descriptions are in Attachment 11. The organization will take the time to recruit the most highly-qualified individuals by selling the vision and mission of Rainier Prep, as well as the

tremendous opportunities for professional growth which can occur by working in this setting. Rainier Prep will keep a relentless commitment to standards of excellence in all aspects of hiring and will emerge with a group of dedicated, committed, talented educators and staff members who have one goal at the core of their work: to prepare all students to excel at four year colleges and serve as leaders in their community.

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

Section 2. Operations Plan and Capacity

(25 pages)

Governance

Legal Status and Governing Documents

Describe the proposed school's legal status, including non-profit status and federal tax-exempt status. Submit, as **Attachment 12** the Articles of Incorporation, proof of non-profit status and tax exempt status (or copies of filings for the preceding items), a completed and signed Statement of Assurances, bylaws, and any other governing documents already adopted, such as board policies.

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

Rainier Prep is a non-profit organization that incorporated in October of 2013 for the purpose of starting a public charter school. The relevant legal documents are located in Attachment 12.

Organization Charts

Submit, as **Attachment 13**, organization charts that show the school governance, management, and staffing plan and structure in: a) Year 1; and b) at capacity.

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

Governing Board

1. Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups.
2. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and School Leader; and c) there will be active and effective representation of key stakeholders, including parents.
3. Identify all current and prospective board members and their intended roles. Summarize members' interests in and qualifications for serving on the school's board. In **Attachment 14** provide a completed and signed board Member Information Sheet, resume, and professional biography for each board member.
4. If the current applicant team does not include the initial governing board, explain how and when the transition to the formal governing board will take place.
5. If this application is being submitted by an existing non-profit organization respond to the following:
 - a. Will the existing non-profit board govern the new school, or has the school formed a new non-profit corporation governed by a separate board?
 - b. If the non-profit's current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.

- c. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.
6. Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure.
7. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment 15**, the board's proposed Code of Ethics and Conflict of Interest policy. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.
8. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of any additional board members? What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

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

The Rainier Prep Board includes five talented founding members.

Andy Jassy (Chair) – Business: Andy holds both AB and MBA degrees from Harvard. Andy has been at Amazon for 16.5 years, building and leading the CRM function, writing the business plan and leading the Music business, co-leading Amazon's Marketing team, serving as Jeff Bezos's Chief of Staff, and leading the creation of Amazon's Cloud Computing business-- Amazon Web Services (AWS), which he has managed since its inception and continues to lead today. Andy also leads Amazon's Technology Infrastructure team, as well as Amazon's Mobile AppStore, Gaming Platform, and Web Browser (Amazon Silk). Prior to joining Amazon, Andy managed his own Marketing business, and spent nearly three years as a Product Manager at MBI, Inc. He has served on commercial Boards (Coupa Software) and non-profit Boards (Rainier Scholars). He brings deep experience in strategic planning, start-up operations and growth management, fundraising, performance management principles, finance, and staff leadership development. Andy has joined the Rainier Prep Board because he believes that every child deserve a great public school.

Max Silverman (Vice Chair) - Educational Leadership: Max holds a BA from University of Wisconsin at Madison and an MA from San Francisco State. He is currently the Associate Director at the Center for Educational Leadership at the University of Washington. Previously, Max served as the Executive Director of High Schools (and Principal) in Highline Public Schools. A lifelong educator and resident of South Seattle, Max brings tremendous expertise in all aspects of school and district administration, governance, educational design principles, community engagement, and data-driven educational reforms. Max's professional experience is deeply rooted in the community Rainier Prep seeks to serve and he is an integral partner in establishing positive relationships with all constituencies in the Highline and South Seattle schools area. Max joined the Rainier Prep Board because he wants to be part of creating an outstanding new public school in South King County that serves the kids who need it most.

Joan Hsiao (Treasurer) – Finance: Joan holds an AB from Harvard and MPPM from Yale. She is currently a teacher with Historian in Residence as well as a community volunteer. She brings critical expertise in financing and budgeting, with private and public sector professional

experience in finance and budget analysis. Prior to becoming a teacher, she worked as an investment banker in corporate and public entity financings and also as a budget and policy analyst for the Office of Management and Budget in New York and for the Seattle City Council. As a community volunteer, Joan has enjoyed service for a number of schools. In addition to board memberships, she has held a variety of leadership position in PTAs and including serving on the Board of Trustees at the Lakeside School. Joan has joined the Rainier Prep Board because she believes strongly in the mission of Rainier Prep and its potential to improve students' lives.

Adam Porsch (Secretary) - Legal: Adam holds both a BA and an MA from Northwestern, as well as a JD from Yale. He is currently a Senior Program Officer for the Bill & Melinda Gates Foundation's College Ready Program. Adam brings a background in law and specifically charter school law and governance, experience in school board leadership management, and a finger on the pulse of broader charter and school reform efforts around the country. Prior to joining the Gates Foundation, Adam served as consultant for the executive team at New Leaders for New Schools in New York City. Adam also served as Director of Performance Management for the District of Columbia Public Schools, where he led the development of the school system's first performance-based budget, worked on a reform plan for Special Education, and developed an innovative partnership with the Maya Angelou Public Charter Schools, a charter management organization working with students who have not succeeded in traditional schools. Earlier in his career, Adam was a strategy consultant with McKinsey & Company, helping to advise leading companies and startups. Adam joined the Rainier Prep Board because of his confidence in the Founding Team and his belief in the mission of getting all students to and through college.

Ed Taylor – Post-Secondary: Ed holds a BA and MA from Gonzaga University and his PhD from the University of Washington. He is currently Vice Provost of Undergraduate Affairs at the University of Washington and Professor in the School of Education. Ed brings tremendous expertise in management, non-profit board service, curriculum, instruction and assessment, as well as deep experience in community and family engagement. Ed understands what it takes to create high-quality schools and educational programs and is deeply knowledgeable about the diverse populations Rainier Prep seeks to serve. Dr. Taylor has been an advocate for all kids for more than 30 years. He wants to be a part of the Rainier Prep Board to extend the reach of the exceptional work that he is already doing in the greater Seattle community.

The next two priorities in growing the board are to identify members of the Highline community, who will best represent the interests of the specific area in which Rainier Prep seeks to establish itself and to identify a board member with facilities expertise. The organization respects the critical voice that not only these leaders, but also the families and grassroots members of the community play in the school formation process. Rainier Prep is currently in conversation with several community members and several facilities people about a role on the board.

A more in depth look at the board's qualifications and interest in serving on the board is located in Attachment 14.

Because Maggie O’Sullivan is a Senior Fellow at the Washington State Charter Schools Association’s Leadership Center, Rainier Prep will receive training in board best practices from Charter Board Partners, a non-profit organization that provides recruiting, training, governance support, and networking supports to boards.

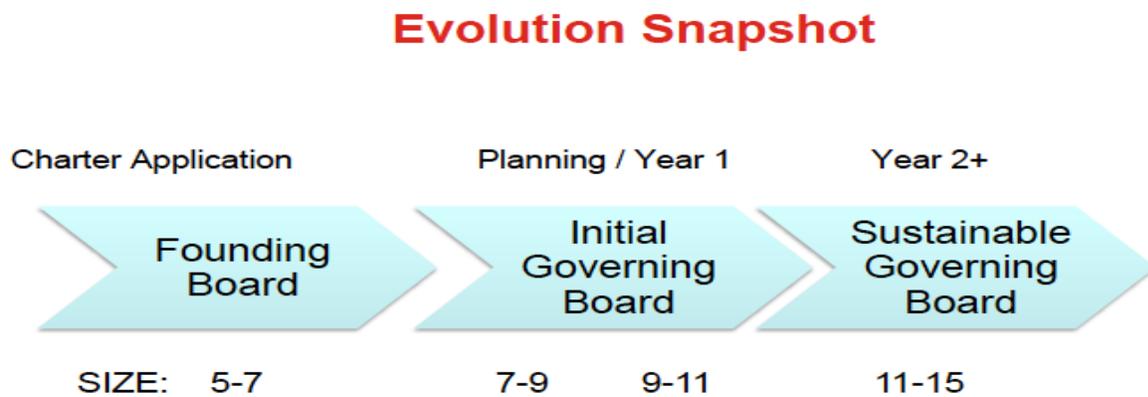
In developing the school philosophy with board governance, Rainier Prep worked closely with Marci Cornell-Feist of the High Bar. For the past 16 years, The High Bar has focused solely on making effective charter school boards and has worked with 500+ charter school boards nationwide.

The High Bar defines a charter school board as: A highly effective team, strategically assembled, to bring the skills, expertise, temperament and time to govern a multi-million dollar public enterprise. Effective school boards provide governance for the school. They focus on long-range strategic vision, financial health and oversight, academic outcomes, and evaluation and support of the leader.⁴⁰

The High Bar approach emphasizes that an effective charter school board focuses on results and hires a skilled School Leader to deliver those results. The work of a results-focused board should center on answering these key questions:

- Are we on track to deliver academic excellence?
- Are we operationally and financially sound?
- Do we have the right leader to drive us towards our path of excellence?⁴¹

The Rainier Prep Board will be governed by a board of 5 to 15 individuals. Below is a chart that shows The High Bar’s recommended expansion plan.



Rainier Prep is starting with a board of five members and plans to expand to nine to eleven members if authorized from the state commission. The organization is currently cultivating relationships with key community members and facilities experts for these additional board

⁴⁰ “Creating an Effective Charter School Governing Board,” Charter Friends National Network, 2000.

⁴¹ NACSA, “Good to Govern,” Feb. 2010.

positions. The Founding Board was recruited by the School Leader who is working together with the current board to recruit the “initial governing board.” The board will follow the by-laws for the recruitment and election of the remaining members.

Rainier Prep has formed a new non-profit organization with a new board. The board will have full governance authority over the school as outlined in the by-laws and articles of incorporation. The school board has the ultimate responsibility for the school’s academic and financial success. The board will approve the annual budget as well as all school policies. In addition, the board sets the strategy that guides the school to fulfill its mission.

The governing board will hire, support, evaluate, and have the power to dismiss the leader. The current board represents a mix of skills with expertise in finance, educational leadership, school management, law, charter school district partnership, business, and organizational startup. See the resumes for more detailed information about their professional expertise and previous governing board experience.

The Board structure will include a Chair, Vice Chair, Secretary, and Treasurer. Board members will serve renewable two-year terms. Each board member will serve on one of the following committees: Governance, Finance, Development, Academic Excellence or School Leader Evaluation. Monthly board meetings will be held in compliance with the state’s open public meetings law. The School Leader will serve as an *ex-officio*, non-voting member of the board.

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

Board Officers

Chair, Board of Trustees: The Chair is the volunteer leader of Rainier Prep who facilitates all meetings of the Board of Trustees and other meetings as required. The Board Chair oversees implementation of Board policies and ensures that appropriate organizational systems and procedures are established and maintained. Through frequent communication, the Chair maintains a close working relationship with the School Leader, which is important for school oversight. The Chair is the primary liaison between the School Leader and the Board. The Chair will possess strong group facilitation/group process and leadership skills and will be prepared to serve as a coach and mentor to the School Leader.

Vice Chair: The Vice Chair will preside at meetings of the Board of Trustees in the Board Chair’s absence and assist the Board Chair in maintaining regular monitoring and coaching of board committees and task forces by serving as a member of standing committees as designated by the Board Chair.

Treasurer: The Treasurer will serve as the chair of the finance committee and will, jointly with the finance committee and Director of Operations or other school staff, ensure that current

financial records are maintained, accurately reflecting the financial condition of the school. These records will include cash, outstanding advances, investments, accounts receivable and other assets, accounts payable, and fund balances (net assets). The treasurer is responsible for the oversight of the records and will present the financial reports regularly to the board.

Secretary: The Secretary is the primary steward of the record keeping and organizational documentation of the school and the secretary takes the minutes during the board meetings.

Committees

The Board of Trustees will have five standing committees: Governance, Finance, Development, Academic Excellence and School Leadership Evaluation. Each committee's roles and responsibilities are outlined below.

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

1. Board Role and Responsibilities
2. Board Composition including New Member Recruitment
3. Board Knowledge
4. Board Effectiveness
5. Board Leadership

Finance Committee. The Finance Committee coordinates the Board's financial oversight responsibilities by recommending policy to the Board, interpreting it for the Trustees, and monitoring its implementation. The committee also provides Board oversight of the organization's financial audit. The Financial Committee will work in close collaboration with the School Leader and the Director of Operations.

The committee monitors the organization's financial records; reviews and oversees the creating of accurate, timely, and meaningful financial statements to be presented to the Board; reviews the annual budget and recommends it to the full Board for approval; monitors budget implementation and financial procedures; monitors budget assets; monitors compliance with federal, state, and other reporting requirements; and helps the full Board understand the organization's finances. The committee also reviews the adequacy of the organization's internal control structure; the activities, organizational structure, and qualifications of the internal audit function; and the policies and procedures in effect for the review of executive compensation and benefits. The committee also recommends the auditor for full board approval and reviews the audit.

Development Committee. The Development Committee leads the Board's participation in resource development and fundraising. The committee works with the staff to develop the school's fundraising plan. The committee develops policies, plans, procedures, and schedules for Board involvement in fundraising. It helps educate Trustees about the organization's program plans and the resources needed to realize those plans. It familiarizes Trustees with fundraising skills and techniques so that they are comfortable raising money. The committee is the Board's central source of information about the fundraising climate in general, and about

the status of the school's fundraising activities in particular. The committee sets minimum guidelines for Trustees' contributions and then solicits those contributions. It also plays a strong role in identifying, cultivating, and approaching major donors.

Academic Excellence Committee. The Academic Excellence Committee is commissioned by and responsible to the Board of Trustees to assume the primary responsibility for working with the school leader to define academic excellence, ensure that all board members know the charter promises that were made to the community and the authorizer and to devise clear and consistent measures to monitor these goals. The Academic Excellence Committees partners with the school leadership to set annual academic achievement goals, to be presented to and approved by the full board. In addition, they ensure that the school leadership shares with the board annual successes, barriers to reaching academic excellence, and strategies to overcome these barriers. This committee also arranges for Board training on issues related to academic oversight and academic achievement, as needed.

School Leader Evaluation and Support Committee

The Board will evaluate the success of the School Leader using the school leader evaluation tool. Rather than a quick end of the year evaluation, the Board will focus on a continuous improvement loop of setting goals, reflecting on progress towards achieving goals, giving and receiving feedback. This will occur during two structured check-ins between the Board and School Leader during the school year, in addition to an end of year evaluation that includes a School Leader self-evaluation, a Board Evaluation, and feedback from the School Leader's direct reports and key stakeholders.

Representation of Key Stakeholders

Rainier Prep will include at least one key parent and/or community member on the Board at all times. In addition, the Board will provide time during meetings for comments from the public. The Board will encourage families and stakeholders to work directly with the school site to share ideas, voice concerns, and make suggestions. The School Leader and school staff will make the decisions that influence day-to-day operations. If the School Board is considering a decision that will have a broader impact on students and families, then the Board will directly engage with stakeholders.

The Board has begun to meet monthly and will be trained on the key elements of high quality board. Rainier Prep began work by reading "Good to Govern" by NACSA as pre-reading for the October 7, 2013 board meeting. The organization will be using the work of NASCA and HighBar to assist in training. Monthly meetings and trainings are mandatory. If a board member is unable to attend in person, he/she will be expected to call in or watch recorded technology and follow-up with the Board Chair and/or School Leader to ensure understanding. The Board Chair will be responsible for new member training until there is a designated member recruitment, training, and support committee. The board will be acquiring skills and recruiting new boards members to fill out the areas of diversity and expertise that are needed for the board to be successful.

Short Term Training Schedule

Month	Training Topic
October	Introduction to Charter School Boards
November	Governance versus Management
December	Financial Oversight
January	Community Engagement
February	Marci Cornell-Feist – Group School Board Training
March	New Board Member Cultivation and Training
April	Board Retreat
May	Ongoing Training Topics to be determined by need

Advisory Bodies

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

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

Currently, there is an educational design team. The team is providing expertise on the education model. The team is composed of volunteers led by the School Leader and it will be dissolved prior to the opening of the school.

The School Leadership Team will be comprised of the School Leader, the Director of Operations, the Dean of Culture, and the Director of Academic. These positions are all application-based positions which are open to all to apply. The school leadership team will make school based decisions about topics such as upcoming professional development, preparation for scholar events, and family outreach planning.

Rainier Prep feels that gathering stakeholder feedback is imperative to achieving our mission and vision. Thus, the creation and cultivation of the Rainier Prep (Parent/Community) Council(RPC) is a critical component of our school model. The Council will ensure that stakeholder voice and perspective is always represented, considered, and accounted for when decisions are being made, especially ones that directly impact students and families.

The purpose of the Council is to garner representation of diverse thoughts and offer general guidance to the school. The input and expertise is sought in solving school-wide challenges and recommendations for the school staff or for consideration by the Board. In addition, the Council might provide input on issues such as community safety, dress code, special events, family outreach, school calendar, and the school budget. Typically, the Council will meet monthly and is led by the School Leader and/ or the Family Outreach Worker.

The Council is comprised of representatives from each of the following stakeholder groups:

parents, students, school staff, and community partners. Each member is selected through a democratic nomination and voting process (which includes an application) with their representative stakeholder group, and each member serves a two-year term. The Council is an advisory body that provides input on key decisions to school staff and the School Board.

Grievance Process

Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

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

Should a parent or scholar have an objection to a governing board policy or decision, administrative procedure, or practice at the school, Rainier Prep will encourage them to use a clear and transparent grievance process. The process will encourage grievances be taken to the original source of concern to encourage a solutions-oriented approach and consult to higher positions of power only when necessary given. Our grievance policy will take the following measures into consideration:

For a parent or scholar who has an objection to a school practice:

The parent or scholar should first take the objection to the party in question. (For example, if there is an objection to a decision made by a teacher, then the party should provide feedback to that teacher.) If the parent or scholar does not feel their objection was addressed, they should then take that objection to the next level of leadership. (In this example case, the parent or student would contact the School Leader.) The levels of leadership are:

1. Staff
2. Director of Academic, Dean of Culture, or Director of Operations (depending on concern)
3. School Leader

The final decision-maker on objections to school practices is the School Leader.

For a parent or scholar who has an objection to an administrative procedure:

The parent or scholar should first take that objection to the party in question. If the parent or scholar does not feel their objection was addressed, they should then put that objection in writing to the next level of leadership. The levels of leadership are:

1. Staff
2. Director of Academic, Dean of Culture, or Director of Operations (depending on concern)
3. School Leader
4. Ad-hoc School Grievance Committee (Staff and Parent Representatives)
5. Board (Board will be kept informed of all grievances as the governing body)

In the case that a parent or scholar would like to take an objection to the Board, they will use a written grievance form supplied by Rainier Prep. For disciplinary administrative procedures, please see the Student Discipline section.

District Partnerships

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

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

Rainier Prep is working on establishing a strong partnership with the Highline School District. The goal is to create great new public options for students and to collaborate closely with the school district for the success of all students. The organization has met with many district staffers including staff members from local schools, as well as, district personnel from the Office of Family and Community Engagement. Additionally, Rainier Prep has met with Highline School District Superintendent Susan Enfield on several occasions and some members of the Highline School Board to discuss the potential partnership. The Highline School Board recently submitted a letter of intent to be a charter school authorizer showing interest in exploring the charter space. Neither party has signed MOUs nor made formal agreements; however, both organizations are in conversation about the best ways to partner for success. Discussions include but are not limited to facilities, shared professional development, open door policy for visiting each other's schools, coordination of enrollment, data sharing, and buy back of services like transportation. Note a strong letter of support from Superintendent Enfield which is included in Attachment 9.

Education Service Providers (ESP) and Other Partnerships

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

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

1. Provide evidence of the non-profit ESP's success in serving student populations that are similar to the targeted population, including demonstrated academic achievement as well as successful management of nonacademic school functions, if applicable.
2. As **Attachment 16** provide a term sheet that includes:
 - a. Proposed duration of the service contract;
 - b. Roles and responsibilities of the governing board, school staff, and ESP;
 - c. Scope of services and resources to be provided by the ESP;
 - d. Performance evaluations measures and timelines;
 - e. Compensations structure, including clear identification of all fees to be paid to the ESP;
 - f. Methods of contract oversight and enforcement;
 - g. Investment disclosure; and
 - h. Conditions for renewal and termination of the contract
3. Disclose and explain any existing or potential conflicts of interest between the charter school board and proposed service provider or any affiliated business entities.

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

NA – At this time Rainier Prep does not have any contracts for substantial educational services that are central to its operations or mission.

Staffing

Staff Structure

1. Provide, as **Attachment 17**, a complete staffing chart for the school. Use the template provided by the Commission to prepare your response. The staffing chart and accompanying notes or roster should identify the following:
 - a. Year 1 positions, as well as positions to be added during the first charter term;
 - b. Administrative, instructional, and non-instructional personnel;
 - c. The number of classroom teachers, paraprofessionals, and specialty teachers; and
 - d. Operational and support staff.
2. Explain how the relationship between the school’s senior administrative team and the rest of the staff will be managed, including plans for performance management. Note the teacher-student ratio, as well as the ratio of total adults to students for the school.

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

Rainier Prep believes in a growth mindset of continuous improvement, and coaching and feedback is essential for growth. Staff will have a regularly scheduled time with their supervisor at least every other week to check in on progress towards goals, explore curricular, instructional or culture building questions, and exchange feedback based on classroom observations conducted by their supervisor or other colleagues. (Rainier Prep plans to establish a peer-based observation system as well as supervisory based.)

The School Leadership Team will be comprised of the School Leader, the Dean of Culture, the Director of Operations, and the Director of Academics. As Attachment 13 shows, the School Leader directly supervises the members of the leadership team and each of the members of the leadership team then supervises other staff members. A school-wide system for coaching, observation, and evaluation will be instituted for all teaching staff. Lead Teachers, in consultation with the Director of Academics, empowered to supervise and support teachers who are meeting expectation on an ongoing basis. The Director of Academics will be responsible for ensuring that Lead Teachers have the capacity to serve in this supervisory role and will offer necessary professional development to Lead Teachers when needed. (Note: one qualification for the role of Lead Teacher will be previous experience and success in mentoring/supervising fellow teachers.) Lead Teachers will have extra prep time each week for observation and/or training while students attend health/PE class. However, the School Leader will work directly with the Director of Academics over a finite period of time in supervising any teachers receiving unsatisfactory ratings on the evaluation or who are identified as needing a plan for improvement, as one of the most essential roles of the School Leader is to ensure high-performing, high-quality teachers in every single classroom. The School Leader, the Director of Academics and all Lead Teachers will spend significant time in August and throughout the year calibrating to the shared evaluation tool to ensure consistent feedback. See Professional Development section and Attachment 19 for more information.

When built out, the organization plans to have 400 students and 33 staff members. The scholar/teacher ratio may vary throughout a given day. On average, the estimated ratio of certificated staff to scholars will be 22 to 1.

Staffing Plans, Hiring, Management, and Evaluation

1. Explain the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts.
2. Outline the proposed school’s salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school’s strategy for retaining high-performing teachers.

3. Describe your strategy, plans, and timeline for recruiting and hiring the teaching staff, in accordance with the state accountability plan. Explain other key selection criteria and any special considerations relevant to your school design.
4. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.
5. Explain how the School Leader will be supported, developed, and evaluated each school year. Provide, as **Attachment 18**, any leadership evaluation tool(s) that you have identified or developed already.
6. Explain how teachers will be supported, developed, and evaluated each school year in accordance with the state accountability plan. Provide, as **Attachment 19**, any teacher evaluation tool(s) that already exist for the school, or state if the school intends to follow the state teacher evaluation plan.

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

All school employees will serve on an at-will basis. Employees will be offered employment positions that will be individually negotiated based on the credentials of the applicant, relevant experience, and overall qualification for the position. Employment offers will be renewed on an annual basis following performance as measured by the Rainier Prep employee evaluation tool. The primary purpose of the employment offer will be to set clear performance expectations for the employee and employer.

Salary

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

Proposed Salary Ranges and Budgeted Amount

Position	Salary Range	Budgeted Amount
School Leader	85,000-115,000	100,000
Director of Operations	45,000-70,000	65,000
Director of Academics	50,000-80,000	65,000
Lead Teacher	45,000-75,000	58,000
Teacher	35,000-75,000	50,000
Dean of Culture	30,000- 50,000	40,000
Enrichment Coordinator	30,000-45,000	40,000
Office Manager/ Outreach	30,000-45,000	40,000
Custodian	28,000-32,000	31,000
Family Outreach	28,000- 38,000	32,000
Leadership Development	30,000- 42,000	38,000
AmeriCorps	10,000	10,000

Recruiting High Quality Staff

Hiring and retaining great people makes or breaks a school's success. Rainier Prep will clearly define what outstanding teaching and excellent job performance looks like. Employees will be clear about job expectations and have a strong understanding of what success looks like.

Rainier Prep's first hires will set the tone for the level of employee that we are seeking. The organization knows that smart, motivated people want to work with similarly minded people. Many teachers are also motivated by their core values and the mission of getting all students prepared to excel in a four-year college and become leaders in their community.

The organization will create an environment of high expectations for staff from the beginning. This starts with a rigorous interview process and continues throughout orientation, staff training, staff observations and the staff evaluation process. The teacher feedback and evaluation system will clearly show staff where they are performing and what they need to work on next. Top performers will be recognized weekly and provided with non-monetary awards to show staff concrete indicators of what excellent job performance looks like. Additionally, Rainier Prep has learned from TNTP (The New Teacher Project) that staff who receive more feedback about their performance have higher job satisfaction. High value is placed on all staff getting high quality feedback and Rainier Prep has structured supervisory roles to limit the number of people that one supervisor gives feedback to. This will increase the amount of feedback that each teacher receives. The organization is also planning to use the work of Uncommon Schools described in Leverage Leadership to structure observations and feedback.⁴² Hiring the best people is the most important part of a great school. Below are the steps Rainier Prep will take to further develop the hiring process.

1. Define the ideal teacher
2. Build a recruitment pipeline
3. Invest in hiring throughout the year
4. Assign dedicated staff to hiring
5. Establish a hiring process that includes key stakeholders
6. Use the hiring process to set expectations
7. Collect data on what's working and learn from experience

Yearly Timeline for Recruiting and Hiring: Focus = Cultivate Candidates Early	
July - August	Begin to build pipeline of candidates (continues all year)
September - October	Identify and cultivate potential candidates. Build relationships
November - January	Begin resume review and initial phone interviews
January - February	Conduct demo lessons or observe in teacher's current classrooms or teacher's video lesson in current classroom
February - March	Conduct interviews, check references and make offers
April	Complete hiring; continue to build the pipeline for unexpected openings

⁴² Bambrick-Santoyo, Paul, Leverage Leadership, Jossey-Bass, June 2012.

Rainier Prep will start by creating a data system to track recruiting and hiring efforts to ensure use of the most effective strategies for recruiting high performers both locally and from around the country. The organization has already begun the recruiting process and is beginning to identify staff that could fit into key roles by using traditional sources, social networks, and nontraditional sources. Rainier Prep has also been working with TNTP to create pipelines for recruiting and hiring.

Criteria for All Candidates

Because Rainier Prep is a small school with a bold mission, it needs a staff that is multi-talented and can lead/assist with the various challenges that are part of launching a new school successfully. In addition to typical requirements, all staff will need an entrepreneurial spirit and technological savvy to make the school run efficiently. Rainier Prep places a high value on smart, hard-working, mission-aligned people who ask good questions and listen well. In addition, the staff must have past experience working successfully with diverse populations of students and families.

Rainier Prep places a high value on smart, hard-working, mission-aligned people who ask good questions and listen well. The staff must have past experience working successfully with diverse populations and strong content knowledge. In addition, all Rainier Prep staff will share the following characteristics:

- Passionate commitment to improving urban public schools and alignment to Rainier Prep’s mission, core beliefs, and values
- Self-motivated and team-oriented
- Ability to learn quickly and multi-task in a rapidly-changing, fast-paced environment
- High level of personal integrity and responsibility
- Dedicated with a “can-do attitude” and willing to go the extra mile at all times
- Entrepreneurial spirit and technological savvy

Recruitment Process

Rainier Prep is committed to conducting a deep recruitment process annually to ensure the highest caliber applicant pool. The organization is building relationships with critical human capital pipelines such as University of Washington, Seattle University, Teach for America (current and alumni network), Martinez Foundation, and Seattle Teacher Residency Program. We will also take advantage of general outreach using mediums like, Career Fairs, Open Houses, Cultivation conversations with existing contacts, Staff/Families Word of Mouth, and Social Media, including Facebook and LinkedIn.

Hiring Process

1. Application/Certification screening
2. Phone Interview
3. Demo Lesson/Video Lesson
4. In-person Interview
5. Reference Check

Procedures for Background Checks

All employees and contractors will be required to submit to a criminal background check and furnish a criminal record summary as required by RCW 43.43.830-43.43.838 prior to beginning

employment. New employees must submit two sets of fingerprints to the Washington State Department of Justice for the purpose of obtaining a criminal record summary. The Director of Operations shall monitor the compliance of this policy. The Board Chair shall monitor the fingerprinting and background clearance of the School Leader and the Director of Operations. Volunteers who will spend time outside of the direct supervision of a credentialed employee shall be fingerprinted and receive a background clearance prior to volunteering.

All volunteers not meeting the unsupervised access provisions outlined by RCW 43.4 3.830 will complete a "Request for Criminal History Information" WSP-CRD-430. This will be processed through the WSP "Watch System" prior to volunteers being cleared.

Teacher and Leader Evaluation

Both the School Leader and the staff will be evaluated with a combination of observation, 360 feedback, student feedback, student data, and self-reflection.

The School Board and the School Leader have begun to modify the Washington State Charter Schools Association (WSCSA) Leaders Evaluation tool for the evaluation of the School Leader, which aligns well with Rainier Prep's mission and values. (See Attachment 18.) Between November 2013 and March 2014, the School Board and the School Leader will collaboratively determine the evaluation process and modifications to the School Leader tool.

Currently the organization opts for the CEL 5D framework as a foundation for our teacher evaluation tool. (See Attachment 19.) The CEL rubrics and supporting materials have been extensively checked for inter-rater reliability. The supporting materials, including training, can support all teachers in having a concrete picture of what excellence looks like. In addition to observation using the CEL rubric, Rainier Prep will also use 360 feedback tools, student feedback, student data, and self-reflection to evaluate staff. The organization likes the high value that the CEL framework places on clear purpose, scholar engagement, curriculum and pedagogy, assessment for learning, and culture. For additional information on teacher development see the next section on professional development.

Performance Accountability

Rainier Prep will follow the highly effective "promising practices" of teacher evaluation as outlined by TNTP. The organization will set clear expectations, intervene quickly when there are performance challenges, provide concrete and actionable improvement steps, provide time and resources for improvement, make difficult decisions when necessary, and learn from experience. The chart below details the dismissal process.

	Job Description and Expectations	Staff Orientation and Training	Performance Feedback	Performance Feedback Concerns	Plan for Improvement
Activities	Check Mission and Core Values Alignment	Meeting with School Leader and/ or Direct Supervisor Review of expectations and Q and A	Supervisor observes and gives feedback same day (video if available)	Supervisor will observe and document concerns and suggest alternative actions	Weekly observation and feedback meetings with supervisor or School Leader
Tools	Job Description Core Values School Mission	Staff Handbook (to be developed)	Leverage Leadership Protocol	Performance Feedback Concern Form	Performance Evaluation Tool
When?	Pre-hire and immediately post hire	Within first two weeks of work, each staff member will have an orientation	Within first three weeks of first day	At any point	When there are at least two performance concerns within a year

Dismissal will comply with all local, state and federal laws. The law will supersede the process above in extreme situations that require immediate administrative leave.

Capacity

Max Silverman, a member of our founding board, is an Associate Director at CEL. Mr. Silverman has deep expertise in school leader and teacher evaluation protocols and will guide the organization in creating an effective evaluation and feedback process. As a former principal, former Assistant Superintendent, and current coach to principals and district leadership across the country Mr. Silverman brings great knowledge of effective human resources practices including professional development.

School Leader Maggie O’Sullivan has eight years’ experience as a building principal in professional development design and execution and performance management. Additionally, because Maggie O’Sullivan is a Senior Fellow with the Washington State Charter Schools Association's Leadership Center, Rainier Prep will receive training and coaching from The New Teacher Project, a non-profit organization that conducts research and develops tools around best practices in teacher recruitment, hiring, development, and evaluation. The WSCSA Leadership Center and TNTP will work with Rainier Prep to ensure an effective, rigorous staff recruitment and hiring process that promotes equity and access, and reflects the diverse needs of the community and state in which the school is located.

Professional Development

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

1. Identify the person, position, or organization responsible for professional development.
2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.
3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be addressed during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.
4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

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

Professional Development is the responsibility of every staff member at Rainier Prep. The organization believes in a growth mindset of continuous learning, and the adults we hire will consistently model this for scholars. In addition, staff will work to model the core values of curiosity, initiative, collaboration, urgency and grit in all professional development sessions. The School Leader will be the overarching lead on professional development. He/she will be assisted by the lead teachers. Once a Director of Academics is hired, he/she will be the lead on all professional development that is academic in nature. The Dean of Culture will be the lead on professional development that is focused on student culture. The Director of Operations will be the lead on professional development that is operationally focused.

The majority of professional development will be conducted internally, one exception will be Buck Institute training on PBL in August of 2015. The School Leader will work with the Buck Institute to customize their training to align with Rainier Prep's unique education model. During the first week of August, the Buck Institute will build Rainier Prep's foundation for effectively delivering project-based learning, which is essential for the successful launch of the Inquiry period. After the first August training, Rainier Prep will build this expertise in-house. The majority of the professional development will be individualized with the exception of the project-based learning training, data-driven instruction and school culture.

The Rainier Prep school day is designed for teachers to have substantially more time for professional learning and collaborative planning than in traditional schools because the school believes that intentional planning is at the heart of great teaching.

Weekly Teacher PD Schedule:

Monday 3:00-4:30	Tuesday 3:00-4:30	Wednesday 3:00-4:30	Thursday 3:00-4:30	Friday 1:30-5:00
Grade Level Meeting	Co-planning with content	Observation Debrief – Individual Planning	Co-planning Inquiry	Professional Development/ Data Analysis

All activities are intended to strengthen staff skills to help accomplish the Rainier Prep mission. The activities below are the basics of what will take place prior to opening in September 2015.

Timeline of Professional Development Activities Prior to Opening 2015:

Date	Activity	Person Responsible	Topic
January 2015 – April 2015	Hiring Process	School Leader and Leadership Team	Teach all staff about mission and core values
August 3 – 7	Buck Institute Training	Buck Institute Trainer	Integrated Project Based Learning
August 10-11	Staff Retreat	School Leader with support from Leadership Team	Learn about other staff members and why they wanted to work at Rainier Prep Goal Setting
August 12 – 28	August Training	Leadership Team	Big Picture and Details Core Values Mission Collaboration and Effective Meeting Skills Classroom Instruction at Rainier Prep – Teach and Practice it Behavior Management PBIS Teacher Organization Sped and ELL specific skills Data Input and Shared Data Systems
Sept 1-4	Afternoon Debrief of Student Orientations	Dean of Culture with support from Leadership Team	“Sweat the Detail” ⁴³ School Procedures will be practiced until mastered

Timeline of Ongoing Professional Development After Opening:

Date	Activity	Person Responsible	Topic
Every Monday, 3:00pm – 4:30pm	Weekly PD: Grade Level Meetings	Lead Teachers	Whole grade incentives, challenges and alignment, advisor

⁴³ Lemov, Doug, Teach Like A Champion, Wiley Press, April 2010.

			support – Social Emotional Student Learning Discuss, collect data and problem solve around specific struggling students and celebrate students growth and initiative
Every Tuesday, 3:00pm – 4:30pm	Weekly PD: Foundations Co-planning	Teachers	Lesson planning for Foundations
Every Wednesday, 3:00pm – 4:30pm	Weekly PD: Coaching/Debrief Meetings + Teacher Planning	School Leaders, Lead Teachers, Dean of Academics	1:1 debrief and coaching meetings (aligned to goals and individualized Teacher Learning Plans) with all teachers based on classroom observation on Monday or Tuesday
Every Thursday, 3:00pm – 4:30pm	Weekly PD: Inquiry Co-Planning	Teachers	Project planning for Inquiry. Looking at Student Work protocols.
Every Friday 1:30pm – 5:00pm	Weekly PD: Data Analysis & Planning	Dean of Academic Instruction with support of lead teachers	Data Analysis and adjusting plans for next week
Every Thursday, 1:00pm – 3:00pm	Weekly PD: Corps Time For Enrichment Teachers	Enrichment Coordinator	Effective Tutoring practices and effective activity time modeling behavior management techniques
Dates for 2015-2016 - Nov 6, Feb 12, April 15, June 20	Full Day PD: Data Days - Four times per year	Dean of Academic Instruction with support of Lead Teachers	Data Analysis and Planning based on analysis
Date for 2105-2016 School Year: January 4, 2016	Annual: Jan Staff Retreat	School Leader and Leadership Team	Reconnect to core values, mission and each other, reflect on progress made toward school-wide goals.

The School Leader has received extensive training in both the Learning Forward Professional

Standards and the National Equity Project. Ms. O’Sullivan will utilize their frameworks and tools to guide Rainier Prep’s professional development. The Learning Forward Professional Standards show the relationship between professional learning and student results.⁴⁴ The standard categories include the following: learning communities, leadership, resources, data, learning design, implementation and outcomes. Rainier Prep is committed to daily job embedded professional development that is individualized and “just in time,” so teachers can apply it right away and it occurs in small chunks for processing and integrating it into daily practice.

Rainier Prep teachers will have common expectations, making it easier for scholars to be successful. Teachers and leaders reinforce this through annual summer training, weekly common planning, Data Days and bi-annual retreats. In addition, all staff will read common texts each year that align to the mission. The following books will be shared texts during the early years of Rainier Prep: Teach Like a Champion by Lemov, Brain Rules by Medina, How Children Succeed by Tough, Innovators by Wagner, Driven by Data by Bambrick-Santoyo.

Staff will participate in fifteen days of professional development prior to the start of school where they will receive training on every aspect of the school, including instructional design, lesson planning, home visit preparation, student behavior management, etc. Staff will study the standards and outcomes, the assessments, the scope and sequence of curriculum, and the units prior to the start of school. This will allow staff time to unpack content so they can focus on building relationships with students and honing their delivery on day one. This training will be led by the School Leader, the Director of Academics, Lead Teachers and the Dean of Culture. See Attachment 5 for the annual calendar.

In addition to the 25 days and 200 hours of staff training that Rainier Prep has built into the schedule, the school will also have 9.5 hours of weekly job embedded professional development. The schedule is designed to give teachers more time to prepare and plan so they can achieve the school’s ambitious goals. Teachers will meet daily in the afternoon (from 3:00pm – 4:30pm on Monday – Thursday and 1:30pm – 5:00pm on Friday) while the Enrichment Team leads the Enrichment period with students. The staff structure is described in the staffing section.

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.

⁴⁴ Learning Forward, <http://learningforward.org/docs/pdf/standardsreferenceguide.pdf>, October 2013.

Applicants may propose to supplement the Commission’s performance standards with school-specific academic or organizational goals.

1. Describe any mission-specific educational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.
2. Describe any mission-specific organizational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.
3. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school’s curriculum, performance goals, and state standards.
4. Explain how the school will measure and evaluate academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.
5. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?
6. Explain the training and support that School Leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

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

Performance Management		
<p>Rainier Prep will measure academic achievement by our state’s new assessment system - Smarter Balanced - and the school’s internal assessment system. Given that the state is transitioning to a new assessment system and the performance framework has not been published, the organization is writing these metrics and targets knowing they will be adjusted as new information is gained.</p>		
Domain	Metric	Target
Academic Achievement		
Overall	Annual Measureable Objectives (State and Federal Targets)	Rainier Prep will meet 80 percent of the Annual Measureable Objectives set by the state.
	School Designation set by State	Rainier Prep will not be considered a Focus or Priority School or equivalent.
	Adequate Yearly Progress requirements or equivalent	Rainier Prep will meet AYP.
	EPAS/ Aspire – ACT’s Educational and Planning Assessment System	75% of 8 th graders will demonstrate that they are on track to earning a 24 on ACT in 11 th grade by earning a benchmark score on EPAS/ Aspire (ACT Compass).
	Internal Interim Assessments	<u>4 Interims per Academic Year</u> Oct: Establish cohort baseline. Jan: Increase of 20% from Oct baseline. Apr: Increase 30% from Oct baseline. June: Increase 40% from Oct baseline.
	Diagnostic Assessment: NWEA MAP or similar measure	85% of students will meet or exceed annual typical/expected Spring-to-Spring growth targets on NWEA Map or similar assessment. (taken 3 X year)

ELA/ Reading and Writing	Summative Assessment Smarter Balanced	Rainier Prep's average on the Smarter Balanced Assessment will exceed the average in the local district's schools in grades 5-8.
	Summative Assessment Smarter Balanced Writing Assessment	Rainier Prep's average on the Smarter Balanced Assessment will exceed the average in the local district's schools in grades 5-8.
Math	Diagnostic Assessment NWEA MAP or similar	85% of students will meet or exceed annual typical/expected Spring-to-Spring growth targets on NWEA Map or similar assessment. (taken 3 X year)
	Internal Interim Assessment	Oct: Establish cohort baseline. Jan: Increase of 20% from Oct baseline. Apr: Increase 30% from Oct baseline. June: Increase 40% from Oct baseline.
	Summative Assessment Smarter Balanced	Rainier Prep's average on the Smarter Balanced Assessment will exceed the average in the local district's schools in grades 5-8.
Science	Internal Interim Assessment	Oct: Establish cohort baseline. Jan: Increase of 20% from Oct baseline. Apr: Increase 30% from Oct baseline. June: Increase 40% from Oct baseline.

Organizational Goals		
On Time Arrival	Average Daily On Time Arrival	Rainier Prep will average 95% on- time student arrival.
Attendance	Average Daily Attendance	Rainier Prep will average 96% or higher daily scholar attendance in each school year.
Re-enrollment	% of students who re-enroll from one academic year to the next	Rainier Prep will re-enroll at least 80% of its eligible scholars for the next school year.
Financial Goal	% of cash reserve	Rainier Prep will operate on a balanced budget with the goal of building a reserve of 5% for cash flow and emergency purposes.
Special Education Compliance	% of IEP in compliance on all timelines	IEP compliance meets or exceeds 98%

Rainier Prep Will Use Data Intentionally and Strategically to Inform and Improve Instruction
Scholars' academic progress will be measured daily through formative assessment with individual feedback so that they can improve quickly. Rainier Prep will also conduct interim assessments every quarterly in at least reading, math, and science. The organization will develop these assessments internally or purchase them through the Achievement Network or a similar organization. Rainier Prep will use the practices and protocols from Paul Bambrick-Santoyo's Driven by Data based on his work with the Uncommon Charter School Network. Rainier Prep will set aside weekly collaborative professional development time for data analysis as well as four data days throughout the year. All staff will be responsible for data collection

and analysis and will be supported by the Lead Teachers, Director of Academics, and School Leader to support them in converting data collection and analysis into instructional planning and delivery. Furthermore, Rainier Prep believes in a growth mindset of continuous improvement and wants scholars and families to understand what the data means. The class advisors will work closely with their scholars so that they understand their data and are able to set SMART goals. The school will report to families at least four times per year on student progress. Additionally, when a student is given a standardized diagnostic assessment, a report will be sent home explaining the student's scores. This report will be parent friendly and comprehensible for all of our families. Additionally, the school will report to the public annually on its progress toward our goals.

The Director of Academics will be responsible for collecting, managing, and distributing academic data. The Office Manager will manage the attendance and enrollment data. The Director of Operations will manage the financial data. Classroom teachers will interpret the data for their students in collaboration with team members, a Lead Teacher and/ or the Director of Academics. Please see the professional development section for more information on capacity building in this area.

School Leadership and staff will begin each year with at least ten days of intense professional development. The first year of operations includes fifteen days of professional development before school begins. In addition to the August training, teachers will receive ongoing weekly professional development and support in analyzing, interpreting, and using performance data to improve student learning. Please refer to the professional development section for more specific details on our professional development plans.

Facilities

Describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. If you currently hold a facility or have an MOU or other proof of intent to secure a specific facility, provide proof of the commitment as **Attachment 20**. Briefly describe the facility including location, size, and amenities. You may also provide, in **Attachment 20** up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with applicable state and local health and safety requirements. In addition, charter school applicants must be prepared to follow applicable city planning review procedures.

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

Rainier Prep's founding team understands that finding a suitable facility is often one of the greatest challenges facing charter school operators. While the team has not yet secured a facility, the following strategies are in place to locate a suitable facility near the greater Highline area prior to the school opening in the fall of 2015. Rainier Prep's permanent facility need is projected to be approximately 40,000 square feet, based on 100 square feet per student. Facility net rents are budgeted at \$0.65 per square foot per month, based on comparable rates for buildings and uses similar to Rainier Prep. Rainier Prep intends to lease only the square footage needed in the first two years of occupancy with the intent to expand within the same facility to suit the permanent required facility size. If needed, Rainier Prep will consider a short-term facility option in years 1 and 2.

Strategy #1 – Lease a district facility: It is Rainier Prep’s first preference to partner with the Highline School District to lease a facility. Rainier Prep is currently in conversations with Highline Public Schools about several of their vacant and underused buildings. For example, one of the sites the school is discussing with the district is Sunnydale Elementary in Burien: 15631 Des Moines Memorial Dr. Burien, WA 98148. This facility is approximately 38,000 feet with adjacent outdoor play space, and currently sits vacant.

The Rainier Prep budget is built on this first strategy with \$150,000 of startup capital allocated for minor renovation, permitting and rent in May and June of 2015. See Attachment 20 for further details on Sunnydale and a corresponding timeline for strategy #1.

Strategy #2/Contingency Plan – Lease a privately owned facility: If the district partnership doesn’t allow for leasing a district building, Rainier Prep’s back-up plan is to lease a privately owned facility. Rainier Prep has located several viable privately owned options near SeaTac, including the New Testament Church: 18635 8th Ave S Burien, WA 98148. See Attachment 20 for details on this site and a corresponding timeline for strategy #2.

In this contingency plan, the Rainier Prep budget may need modification to include a longer pre-occupancy rent period that would allow for more extensive renovation and permitting to adequately convert the space from a privately owned facility to a school.

Financing: The Rainier Prep board plans to raise at least \$500,000 of startup capital. If necessary, \$150,000 will be used for facilities renovation during the startup phase. For details on the board’s fundraising history, see Financial Management Capacity section for more information on the Founding Board’s fundraising capacity. If needed, Rainier Prep will finance the facility through the Charter School Capital (CSC) loan program. Charter School Capital will provide Rainier Prep with a loan of up to \$500,000. See Attachment 24 for CSC’s letter of commitment.

In addition, Rainier Prep is working with the Washington State Charter Schools Association who is exploring a charter school startup fund with various partners, including the U.S. Department of Education Charter Schools Program (CSP) grant fund, and local and national funders. A percentage of this fund may be used to rent and renovate a facility prior to the school opening. In addition, Rainier Prep is developing a relationship with the Charter School Growth Fund in hopes of establishing a partnership after demonstrating successful student results in the first two years of operation.

Expert Support: Christa Chambers, CFO at Kemper Development Company, is volunteering as a Strategic Facility Advisor on facilities and facility financing. Kemper is a privately held commercial real estate owner, manager and developer located in Bellevue, Washington which owns the Bellevue Collection, a portfolio of properties including the well-known Bellevue Square shopping center, the Bellevue Hyatt, the Westin Bellevue, and Lincoln Square, along with other commercial office and retail properties. Ms. Chambers has experience with financing facilities including charter schools through her past work with Key Bank.

Rainier Prep has worked with Matt Wickens from Wickens LLC to better understand the charter

facility acquisition process and to develop the timelines in Attachment 20. Mr. Wickens oversaw the lease negotiation and renovation process for a high performing charter operator (Great Hearts Academies in Arizona) and is currently consulting for the Bill and Melinda Gates Foundation to develop a Washington State Charter School Facility Fund. Through the WA Charters Senior Fellowship, Mr. Wickens will continue to work with us as a pro bono consultant to give feedback and guidance to our facilities plan and development throughout the next 18 months.

Rainier Prep has worked with George Jakotich from New Ventures Group as it's' real estate broker to assist in assessing and locating a suitable facility. As the founder of New Ventures Group, a leading provider of Puget Sound-area real estate services to school districts, non-profit organizations, and other public agencies, Mr. Jakotich has extensive experience working with school districts in the state of Washington and understands the needs of securing an appropriate school building both in terms of regulation and daily practicalities. New Ventures serves as the listing agent for a number of district and other public properties and will work with us to identify an appropriate building.

In addition, Rainier Prep is in discussion with Peter Folkin, the founding Principal of New Ventures Group, who could manage the renovation process. His background includes 14 years of experience in real estate development, development consulting, project management, and the acquisition and sale of real estate. Mr. Folkin's property transactions total in excess of 1 million square feet of building space and 400 acres of land. He has also managed the development and construction of over 1.5 million square feet of shell/core tenant improvement space for private and institutional owners.

Site Specifications: Rainier Prep's facility usage strategy is consistent with core values and school design, including vital opportunities for rich staff collaboration and the development of an ideal school culture by utilizing space conducive to developing a strong community of learners. The following chart lists the organization's needs from year 1-5:

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students	200	300	400	400	400
Number of Staff	17	26	32	33	33
Approximate square feet	20,000	30,000	40,000	40,000	40,000
Admin Office Space	3	4	5	5	5
Classrooms	8	12	16	16	16

Specialty Classrooms	2 Learning Centers	3 Learning Centers	4 Learning Centers	4 Learning Centers	4 Learning Centers
Restrooms	4	6	8	8	8
Common Areas	1 Large Community Gathering Space				
Outdoor Space	Field & Play Space				
Parking	Min 50 Spots (including ADA)				
Other	Safe Bus Drop-off & Pick-up				

Rainier Prep’s classrooms will ideally have adequate storage space with dedicated electric and network drops for student computers, as well as adequate network drops, data, cabling and wireless access points to leverage technology in the classroom. In addition, the Rainier Prep facility will include the following conditions:

- Comply with applicable state and local health and safety requirements
- ADA accessibility and all facility education code/ADA requirements met
- No known presence of asbestos or mold
- Kitchen area, space for food warmers and working refrigerator with adequate electrical outlets
- Adequate storage space for books, etc.
- Required occupancy: Minimum of 1 month prior to school start-date, dependent on assessment of building condition and preparation for move-in.

Timeline & People Responsible: Ultimately the School Leader and the Strategic Facility Advisor are responsible for the entire facility process outlined in the timelines in Attachment 20. The timelines indicate that a preliminary real estate market survey was conducted from August 2013 – November 2013. Once authorized, Rainier Prep’s next step is to work diligently to locate a viable facility, execute a lease, and facilitate tenant improvements to meet the target move in date of May/June 2015. In collaboration with their partners, the Rainier Prep team is 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.

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

TRANSPORTATION PLAN

Rainier Prep knows that transportation can be a barrier for many scholars and families. As a result, the organization has decided to provide an effective and efficient transportation service for our students. It is currently exploring the different transportation options. The transportation costs and plan will vary considerably depending on our facility location. If the facility is located close to a public bus line, public transportation will be an option for some students and families. At several site options, public transportation is more limited and more school buses would be required.

For school bus services, Rainier Prep is considering Harlow Trailways which currently services the Highline area. The contact person at Harlow Trailways is Demeco Walters. The current pricing structure is \$207.00 for the first 3 hours with a 3 hour minimum per bus. Then each additional hour cost \$69.00. The organization is open to other companies or district shared services for transportation if those options prove more suitable for our students. Rainier Prep is anticipating approximately one bus per 120 enrolled scholars, which estimates that 65% of our scholars will need bus transportation. The organization knows that some scholars will walk and others will be transported by their families. The organization is estimating the need for two buses the in first school year, three in the second school year, and four when Rainier Prep is at capacity.

The organization will ensure that the transportation contractor has the capability to provide services to students with disabilities as required by applicable law and have assumed the cost of these services within the overall assumptions presented above. As stated in the contingency planning in the budget narrative, if Rainier Prep finds that more scholars will need transportation services than the initial market analysis predicted, it will ensure that all scholars, who live in the designated service area, that need transportation to school are serviced. The contract and relationship with the contracted service provider will be overseen and managed by the Director of Operations, ensuring that the focus of the School Leader will remain on academic achievement and student learning.

The organization understands that it must abide by state and federal regulations regarding its transportation service, particularly including the federal McKinney-Vento Homeless Assistance Act. As a result, it will work with our transportation contractor, both during the initial

negotiations and contract development and after implementation, and use additional resources (such as public transportation options) to ensure that any scholar that meets the qualification for being homeless or temporarily displaced will be able to remain in the school even if temporarily living outside of the general boundaries that transportation services are provided. In this way, Rainier Prep endeavors to minimize the impact of homelessness, as it is defined in the McKinney-Vento Homeless Assistance Act, as a barrier to a sustained high-quality education.

Field Trips and Athletic Events

Rainier Prep has allocated a field trip budget for each year based on anticipated transportation field trips needs. The organization will continue to use the same contractor for these services, unless it proves to be more comfortable and economical to use a charter (private) bus. Rainier Prep is currently not planning to have an interscholastic athletic program that requires transportation. Instead, the organization plans to offer a school-based athletic program that includes low-cost, high-fun sports like Ultimate Frisbee, soccer and basketball on campus.

School Safety and Security

“The legislature considers it to be a matter of public safety for public schools and staff to have current safe school plans and procedures in place, fully consistent with federal law. The legislature further finds and intends, by requiring safe school plans to be in place, that school districts will become eligible for federal assistance. The legislature further finds that schools are in a position to serve the community in the event of an emergency resulting from natural disasters or man-made disasters. Schools and school districts shall consider the guidance provided by the superintendent of public instruction, including the comprehensive school safety checklist and the model comprehensive safe school plans that include prevention, intervention, all hazard/crisis response, and post-crisis recovery, when developing their own individual comprehensive safe school plans. Each school district shall adopt, no later than September 1, 2008, and implement a safe school plan consistent with the school mapping information system pursuant to RCW [36.28A.060](#).” Washington State Code

A healthy and safe environment is imperative to productive teaching and learning. Rainier Prep will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with Rainier Prep School’s insurance carriers, local school district, and local, state and federal laws. These policies will be reviewed and updated as required in response to any changes in conditions or operations that may affect the health and safety of students and staff. The policies will be incorporated as appropriate into the Scholar/Parent and the Employee handbooks.

The following summarizes the health and safety policies Rainier Prep will adopt:

Procedures for Background Checks

Employees and contractors at Rainier Prep will be required to submit to a criminal background check and furnish a criminal record summary as required by RCW 43.43.830-43.43.838. New employees must submit two sets of fingerprints to the Washington State Department of Justice for the purpose of obtaining a criminal record summary. The School Leader shall monitor the compliance of this policy and report to the School Board on an annual basis. The Board

President shall monitor the fingerprinting and background clearance of the School Leader. Volunteers, who will volunteer outside of the direct supervision of a credentialed employee, shall be fingerprinted and receive a background clearance prior to volunteering without the direct supervision of a credentialed employee.

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

Role of Staff as Mandatory Child Abuse Reporters

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

Immunizations and Mandatory Health Testing

Rainier Prep will adhere to laws related to legally required immunizations and health screening for entering students and staff pursuant to the health and safety codes and Washington State law.

Blood Borne Pathogens

Rainier Prep shall meet state and federal standards for addressing blood borne pathogens and other potentially infectious material in the work place. The school will establish a written infectious control plan, similar to policies in Highline Public Schools, designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free/Smoke Free Environment

Rainier Prep shall maintain a drug, alcohol, and smoke free environment.

Comprehensive Harassment and Bullying Policies and Procedures

Rainier Prep is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Rainier Prep will adopt a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment or bullying at the school (including employee to employee, employee to scholar, scholar to employee, and scholar to scholar).

Emergency Preparedness

Rainier Prep will adhere to an Emergency Preparedness and Crisis Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. The organization will use a format similar to that of the local district and align as many procedures as possible to the district. This plan shall include but not be limited to the following responses: fire, flood, earthquake, terrorist threats and hostage situations. If assuming a facility used prior as a school site any existing emergency preparedness plan for the school site shall be reviewed and updated. Rainier Prep will act in accordance with Washington State law by practicing lock-down drills, shelter in place drill per year, earthquake and fire (exit) drills on the schedule designated by the state.

Facility Safety

Rainier Prep will use a facility that is compliant with Washington State Building Standards Code

for student and staff safety.

On-going Security

At the start and end of the school day, staff will monitor entrances to ensure only Rainier Prep students are entering the building. Once school begins, at a minimum all doors will remain locked throughout the day except one entrance door at the front of the school. The organization's preference would be to have a facility be set up to have all access points locked throughout the day with a camera and buzz in entry system. All visitors, guests, and families must check in and out of the building at the front office. Rainier Prep plans to purchase LobbyGuard or a similar provider. LobbyGuard is a visitor management policy for school. The system gives the school staff the ability to scans visitor's ID, complete a background check on sex offender registry, take a digital image record of visitor. The digital image then prints out picture badges. Rainier Prep anticipates start-up cost at \$2,690 to incorporate on its own PC or \$4,690 to purchase a computer with the software. There is an annual use contract for \$690 per year. The school will have outside security cameras on major areas of the building that will be monitored in our main office. Access to landline phones will be available in all classrooms.

Food Services Plan

Rainier Prep is planning to offer a food program where the food is prepared off-site through a contracted provider. The organization believes that healthy food helps children to learn better.⁴⁵ Rainier Prep is currently talking with Revolution Foods, an organization that provides healthy meals and robust nutrition education in schools across the US. Revolution Foods upholds the highest food standards in the industry, exceeds the National School Lunch Program and is setting a new standard for what is possible nationwide. Founder, Kristin Groos-Richmond, is interested in expanding their services to Washington State.

The meal service includes the following:

1. Meals that adhere to fresh, healthy food standards inclusive of the entrée, fresh fruits and vegetables, and milk
2. Guaranteed compliance with the National School Lunch Program and the Child and Adult Care Food Program for breakfast, lunch, snack and supper
3. Complete audit support including menu planning and nutritional analysis
4. Suite of Nutrition Education Offerings – select from options and customize as appropriate for your school community
5. Personal School Partnerships team to partner in all things operational and in support of your health and wellness goals

Meal/Size	Price Per Meal
Breakfast	\$1.90
Lunch	\$3.00
Snack	\$0.85
Supper	\$3.00

⁴⁵ Jegtvig, Shereen, "How Food Impacts Learning, Kids and Nutrition," October 12, 2013.

Meals will be served by school staff or parent volunteers that meet all standards for certification for food handling required by local, state or federal requirements.

Operations Capacity

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

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

Rainier Prep is building a team with diversified knowledge in staffing, professional development, general operations and facility management. In previous sections, the organization outlined the capacity of the founding team, founding board, and key advisors in areas of staffing, professional development, general operations, facilities and performance management. See Section 1 Educational Program Capacity (board capacity and school leader) and Section 2 Governance (board capacity), Staffing (staffing, professional development and performance management), Facilities, and Startup and Ongoing Operations sections for more detail.

Rainier Prep's capacity and experience with facilities is detailed in the Facilities section. Maggie O'Sullivan is growing her expertise in facilities and operations through the Senior Fellowship Program with the Washington State Charter Schools Association. O'Sullivan and the founding team have one year and eight months to prepare for the opening of the first day of school. The board brings knowledge in general operations and facility management with plans to expand the board to add individuals with even greater skills in this area. In addition, the organization has budgeted for a Director of Operations who will lead this part of the work. Rainier Prep has strategic advisors on facilities, operations, and finance that are outlined in other sections.

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

Section 3. Financial Plan and Capacity
(15 pages)

Financial Plan

1. Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.
2. Describe the roles and responsibilities of the school’s administration and governing board for school finances and distinguish between each.
3. Describe the school’s plans and procedures for conducting an annual audit of the financial and administrative operations of the school.
4. Describe how the school will ensure financial transparency to the Commission and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.
5. Describe any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.
6. Describe the school’s plans for liability insurance to indemnify the school, its board, staff, and teachers against tort claims.

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

<u>Systems, Policies and Processes</u>		
<p>We have worked with EdTec to develop our financial plan. EdTec provided in person training on August 7 and 8, 2013 and on October 14 and 15, 2013. In addition, they provided numerous hours in phone consultation to help educate us on the key concepts and common mistakes. The school plans to provide a back office provider in order who has systems and processes for financial planning.</p>		
<p>The following financial policies and procedures will be implemented both the letter and spirit of all applicable local, state and federal regulations regarding the expenditure of and accounting for public funds. These policies and procedures may need to be modified as the school develops and regulations change. The Board of Directors (“Board”) will be responsible for revision and approval of these financial policies, and revisit them periodically.</p>		
Purchases		
<p>Authorization of Expenditures: All purchases of goods and services shall be consistent with the Board-approved budget. These purchases shall not require Board-approved/executed contracts, with the exception of expenditures that exceed budget by a material amount. All other proposed expenditures must be approved by a person who reviewed the proposed expenditure to determine whether it is consistent with the Board adopted budget and sign the check request and purchase order forms (if applicable). See chart below.</p>		
Delegation of Authority		
Position	Authorized Amount	Authorized Location
Board Chair	\$10,000	All sites
Board Treasurer	\$10,000	All sites

School Leader	\$10,000	All sites
Director of Operations	\$10,000	All sites

Contracts

All professional consulting services shall be provided for under a contract.

Contracts for other goods and services exceeding \$10,000 on an annual basis shall be presented to the Board for approval prior to signing. Length of contracts shall be at the discretion of the Board. In general, contracts exceeding \$10,000 shall be reviewed after a bidding process of sufficient duration to ensure competition. However, the Board Chair or School Leader may make a finding to the Board for sole sourcing a contract exceeding \$10,000; in this case, the Board may approve the contract in arrears at the time of contract execution. (The basis for such a finding may include: time/urgency issues; the absence of competitors; high service/quality from a particular contractor).

Bid tabulations shall be presented to the Board along with a recommendation for action. The Board reserves the right to select whichever vendor it deems most prepared to provide the required goods/ services without regard to the low bidder being the automatic selection.

Commitments and Purchase Orders – Purchase orders under \$10,000 must be approved in accordance with the Delegation of Authority chart. Purchase orders of \$10,000 or more must be approved by the Board Chair and one of the following authorized positions: Board Treasurer, School Leader or Director of Operations.

Invoices – Invoices under \$10,000 must be approved in accordance with the Delegation of Authority chart. Invoices for \$10,000 or more must be approved by the Board Chair and one of the following authorized positions: Board Treasurer, School Leader or Director of Operations.

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

Credit and Debit Card Usage – School credit cards shall only be allowed for any school purchase. Authorized cardholders are the School Leader, the Director of Operations, and the Office Manager.

Other Electronic Payments – Other electronic methods (wire, ACH, transfer between bank accounts, etc.) shall not be permitted for payment of any expenses or reimbursements without the express written consent of the Board Chair and one of the following authorized positions: Board Treasurer, School Leader or Director of Operations.

Employee Reimbursements – Business meals shall be reimbursed using standard applicable IRS guidelines. Under no circumstances shall alcohol be reimbursed. No board member or employee may authorize a reimbursement request made payable to themselves. Reimbursements payable to the School Leader shall be approved by either the Board Chair or the Board Treasurer.

Petty Cash – The School will not have a petty cash fund, but the Board may authorize one in the future.

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

Banking

General Checking and Savings Accounts

The Board shall authorize the establishment of commercial bank accounts for the purposes of School operations. Funds will be deposited in non-speculative accounts including federally-insured savings and/or checking accounts and/or invested in non-speculative federally-backed instruments and/or standard money market accounts.

The General Checking Account shall be the primary account for school needs. Authorized signatories to this account shall be the Board President, Board Treasurer, School Leader, and the Director of Operations. Checks above \$10,000, and checks payable to an authorized signer, must be signed by two authorized people. Authorized signers for checks above \$10,000 from this account shall be the Board President, Board Treasurer, School Leader, and the Director of Operations.

The General Checking Account shall be reconciled monthly by a school staff member or outsourced accountant that does not have the ability to approve expenses or disperse funds from the account. The monthly Bank Reconciliations shall be reviewed and approved by the Board or a representative of the Board that is not an authorized approver of expenses or signer on the account.

Authorized signatories to the Savings account shall be the Board President, Board Treasurer, School Leader, and the Director of Operations.

Deposits of Receipts – The School will deposit all funds received as soon as practical upon receipt. The Office Manager will open all mail on a daily basis, immediately sort and endorse all checks to the appropriate school account and prepare appropriate deposits as soon as practical, ideally the same day and in no case later than three working days.

Travel Policies

General – Employees shall be reimbursed for all necessary and reasonable costs associated with traveling for school business. In certain circumstances, employees may choose to be accompanied on business travel by a spouse/domestic partner. At no time will the school reimburse an employee for costs incurred for the travel expenses of the spouse/domestic partner.

Transportation – All employees are reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for business related travel pre-approved by their supervisor. In addition, parking fees and tolls paid are reimbursable if

supported by receipts. All employees requesting such mileage reimbursement are required to furnish an Expense Report containing the destination of each trip, its purpose and the miles driven, parking fees and tolls, within one month after the travel date, supported by receipts, if applicable. Other transportation expenses such as taxis, rental cars, buses, and airplane tickets will be reimbursed for the actual cost incurred. All applicable receipts must be attached to a completed Expense Report.

Lodging – Employees are reimbursed for the cost of single-room accommodations typically occupied by business travelers. Suites and other higher priced accommodations are to be used when essential to the direct conduct of business. All applicable receipts must be attached to a completed Expense Report.

Meals – Reasonable costs of meals while traveling are reimbursable. Depending on the circumstances of a particular trip, the costs of one, two or three meals per day may be appropriate. Under no circumstances shall alcohol be reimbursed. All applicable receipts must be attached to a completed Expense Report.

Other Practices

Budget Adoption – A budget shall be adopted by the Board no later than June 30 prior to the start of each new fiscal year, or earlier if required by the authorizing entity. During the course of the year, the Board may adopt an amended budget as expenses and revenue projections change.

Board Meetings – The Board shall review financial statements at periodic Board meetings. The Board, or a designated member of the Board, shall also review and approve the monthly check registers and bank reconciliations from the General Checking Account.

Conflict of Interest – This policy shall be that which was included in the school’s charter petition including any subsequent amendments and updates by the Board.

Payroll

New Employees – Requests for new employees shall be initiated by the School Leader and be consistent with the approved annual personnel budget. New employees shall complete an Application for Employment and all necessary paperwork for payroll. New employees shall be fingerprinted and TB tested consistent with State law. Fingerprint clearance must be received by the School before any employee may start work. Employees shall accrue vacation and sick leave time based on the personnel policy of the School.

Timekeeping (for hourly staff) – The School Leader shall develop procedures to ensure accurate and timely preparation of timesheets for hourly employees. Authorized timesheets shall be forwarded to EdTec according to EdTec policies and procedures set forth separately. Payroll processing and payment shall take place according to EdTec policies and procedures set forth separately.

Independent Contractors – The School shall only engage independent contractors if all of the

following practices are followed:

- The expense is within the approved budget or separately approved by the Board;
- The contractor provides proof of adequate insurance and IRS form W-9;
- IRS rules are followed regarding classification of staff as contractors versus employees; and
- The work is done under contract.

Capitalization and Depreciation

The School will capitalize and depreciate all assets costing \$3,000 or more. All other assets are charged to expense in the year incurred. Capitalized assets are recorded at cost and depreciated under the straight-line method over their estimated useful lives which can range from:

- Leasehold Improvement – Lease term or 5 years, whichever is shorter
- Equipment – 3 years
- Furniture – 5 years

Repair and maintenance costs, which do not extend the useful lives of the assets, are charged to expense. The cost of assets sold or retired and related amounts of accumulated depreciation are eliminated from the asset accounts, and any resulting gain or loss is included in the earnings in the year.

Disposal of Surplus Property and Donations

Surplus property shall mean property that is no longer in use, is damaged beyond repair, or that the School feels will have no future value to the School's program, and that is declared to be surplus property by the Board. If the School wishes to dispose of equipment or other surplus property, the Board shall declare the property surplus and shall direct the staff on the actual means of disposal of the property, such as sale, donation, or destruction and disposal.

If the School wishes to sell equipment or other surplus property, the Board shall direct the staff by giving specific guidance regarding the manner in which such property is to be sold.

If the School wishes to donate equipment or other surplus property, the Board shall declare the property surplus and authorize the donation. Requirements for potential donee organizations shall include: (1) the donee organization is fully independent of the School, with none of the School's Board members or key personnel involved in the donee organization; and (2) the donee organization shall be a non-profit or governmental entity related to education. In addition, the School shall secure a receipt from the donee organization for the donated property, and shall remove the asset from the School's books and record the donation as required by state and federal audit guidelines.

Property Acquired with Federal Grant Funds – If the property in question cost \$3,000 or more at the time of acquisition and was acquired with federal grant funds, the School shall notify the federal contract administrator prior to donating or disposing of such property as provided above.

Employment Contracts – All employment contracts and agreements will be signed by the appropriate management personnel no later than the first day of employment. Contract renewals must be signed no later than 30 days after the renewal date. All contracts should be filed in the employees' personnel file.

Control of Assets and Property – All school assets and property, both cash and physical, will be secured at all times either through direct possession by an employee or via locked cabinets, offices, etc. Volunteers for the school are not allowed to take possession of any school property.

Roles and Responsibilities

The governing board is responsible for financial oversight and yearly budget discussion and approval in advance of required deadlines. The board focuses on high level financial oversight and the school administration works on the day to day purchasing and monthly review. The board reviews and approves the annual budget. The board does not need to approve basic purchases those decisions are made at the school level. See Governance for more detail.

Annual Audit

An annual audit by an outside firm shall be performed each year on the close of the prior year’s books. The audit shall be performed in advance of the statutory audit deadline. The audit shall include, but not be limited to, (1) an audit of the accuracy of the School’s financial statements, (2) an audit of the School’s attendance accounting and revenue claims practices, and (3) an audit of the School’s internal controls practices. At the conclusion of the audit, EdTec or similar provider will review the audit with the Board and propose any changes necessary in operating procedures to comply with audit findings.

If the School receives over \$500,000 from federal sources, the audit shall be prepared in accordance with any relevant Office of Management and Budget audit circulars. The audit firm shall be chosen in compliance with state laws and regulations.

Form 990 Federal Tax Return – The selected audit firm will prepare the Form 990 tax return and send a copy to the school staff responsible for the audit. The school staff will review and send a copy to the Board of Directors for its review and approval before filing. Once approved by the Board, the school will notify the audit firm who will then prepare the final return for filing. The audit will be shared with the authorizer, the school, and other necessary authority.

Financial Transparency

Financial transparency with the commission and with the public is paramount as this is a public school run with tax payer dollars. Prior to budget approval each year there will be opportunity for public comment on the coming budget. The board will also show the financial balance sheets at their meetings a minimum of quarterly. In addition the board finance committee will review the check registry and will provide feedback to school staff as needed. The school will comply with all information necessary for state, authorizer, and federal requirements.

A budget shall be adopted by the Board of Directors in advance of any required deadlines by the authorizing entity. During the course of the year, the Board may adopt an amended budget as expenses and revenue projections change. The school and board shall start the budget adoption process in January by creating a list of budget priorities and/or reviewing the current budget priorities. The School Leadership Team will gather input from key stakeholders including the Rainier Prep Council. The results of stakeholder input will be compiled and a

concise list of budget priorities will be created. Rainier Prep school leadership will create a proposed budget for the up-coming school year balancing the input from the different constituents and focusing on the core mission. This proposed budget will be provided to the Rainier Prep Board at the end of March and will be based on conservative assumptions for State and Federal Education Revenue. The Rainier Prep Board will discuss the budget at an open board meeting in April. The meeting will be published to families and various community stakeholders well in advance of the public, so that interested parties can attend the budget related board meeting(s). Rainier Prep leadership will submit a final budget for approval by the Rainier Prep Board after considering stakeholder input by the end of May.

Contracted Services

Rainier Prep plans to use EdTec or a similar provider until we have built internal capacity. At this time Rainier Prep has budgeted for five years of EdTec services. See the next section for a description of EdTec’s qualifications.

Liability

Rainier Prep will provide liability coverage to indemnify the school, board, staff, and teachers against tort claims. See Attachment 22.

7. Submit a completed Financial Plan Workbook as **Attachment 23**. Be sure to complete all sheets in the Workbook. In developing your budget, please use the per-pupil revenue guidance provided by the Commission.
8. Budget Narrative: As **Attachment 24**, present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g. grants, donations, fundraising).
 - a. Per-Pupil Revenue. Use the figures provided by the Commission to develop your budget assumptions.
 - b. Anticipated Funding Sources. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Include evidence of commitment for any funds on which the school’s core operation depends in **Attachment 24**.
 - c. Discuss the school’s contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
 - d. Explain the year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

Financial Management Capacity

1. Describe the applicant team’s individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:
 - a. Financial management;
 - b. Fundraising and development; and
 - c. Accounting and internal controls.

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

Rainier Prep has extensive financial management experience. Maggie O’Sullivan has eight years of experience managing school budgets with multiple funding sources and ensuring compliance with federal, state, and local regulations. O’Sullivan has built partnerships with local

organizations such as Communities in Schools and Valley Cities Youth and Family Services to secure in-kind services for her students. Rainier Prep's board members have extensive financial expertise as well. Joan Hsiao, our Treasurer, has worked with Lehman Brothers, NYPD, First Boston, and the City of Seattle. Her work with these organizations focused on financial analysis. For example, in her work with the New York City Police Department, she prepared, monitored and modified a \$1.6B budget. She holds a Master's degree in Public and Private Management from Yale University. Andy Jassy is Senior VP for Amazon Web Services, a department that he helped to create, which now generates \$3B in annual revenue and is poised to garner even greater market share in the coming years. He has extensive business and management experience including managing a department that took in more than \$60B in annual sales and an MBA from Harvard.

In addition, Andy Jassy and Ed Taylor have served on the Rainier Scholars Board which helped to raise over 2.6 million dollars in 2012. Ed Taylor currently sits on the Lakeside Board, which helped to raise 8.7 million dollars last year. Joan Hsiao has years of fundraising experience with both small scale PTA fundraising and larger scale fundraising with her past work serving on the Lakeside School Board.

We plan to hire a Director of Operations to direct school logistics and finances, and we will be contracting with EdTec or a similar organization for back office services until we have developed the internal capacity to manage this. Founded in 2001, EdTec is a social venture with a mission to drive quality in the charter movement by delivering the highest value charter school support services and expertise. To date, EdTec has provided its comprehensive range of financial and operational services to more than 325 charter schools and charter developers supporting over 90,000 scholars. Its school clients span all types: urban and rural, small and large, stand-alone and CMO. Currently, EdTec provides full back office services to charter schools throughout California, Tennessee, and New York. It is important to note that EdTec is not an EMO, and Rainier Prep's board retains all of its decision making authority as well as its fiduciary responsibilities.

EdTec's full service back-office solution for charter schools includes managing accounts payable, accounting, payroll, government financial reporting, and audit support. Further, EdTec advises the board on budgeting, provides monthly financial statements, and consults on key business decisions such as facility agreements. To provide this service, EdTec assigns a team of four to each school, consisting of payroll, accounting, and accounts payable leads as well as a charter school finance expert. Also, EdTec provides its clients with a license to a customized version of the leading cloud-based ERP solution, NetSuite, which allows EdTec's customers to have real time access to their financial information.

Since July 2013, EdTec has devoted two staff members to understand Washington charter school law and customize EdTec's charter development tools for Washington State. EdTec has provided training and assistance to the Washington State Charter Schools Association's Senior Fellowship Program and has deep knowledge of general and Washington charter finances.

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

Section 4. Existing Operators

(8 pages)

For applicants who already operate one or more schools, including charter management organizations (CMOs), and educational management organizations (EMOs), please respond to the following questions:

1. Provide a detailed description of the organization's growth plans and capacity to successfully support and execute that plan including business plans to support anticipated growth.
2. Using the *Portfolio Summary Template*, complete all requested information for each of the organization's schools and provide as **Attachment 25**.
3. Please disclose schools that have been closed or non-renewed or charters that have been revoked.

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

Not applicable as we are not an existing operator.

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

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

To add more "Other Attachment" attachments, please use the attachment buttons below.

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

MAGGIE O'SULLIVAN

5132 S Findlay St ☪ Seattle, WA 98118 ☪ Phone: (206)725-1174 ☪ mosullivan@rainierprep.org

Education

Danforth Educational
Leadership Program
June 2004

University of Washington

Stanford Teacher
Education Program
M.A. Education
June 1997

Stanford University

M.A. Liberal Studies
May 1995

Wesleyan University

B.A. English
May 1992

Bowdoin College

URBAN EDUCATIONAL LEADER

Leads high poverty schools to excellent student outcomes

- *Data Driven*
- *Student Focused*
- *Instructional Leader*
- *Avid Learner*

Experience

Senior Fellow, WA Charter Schools Association 2013-Current
Founding Leader, Rainier Prep

Principal 2009-2013
Mirror Lake Elementary School, *Federal Way Public Schools*

Sabbatical Year 2008-2009
Studied, traveled and volunteered in *Latin America*

Principal 2004-2008
Wildwood Elementary, *Federal Way Public Schools*

Principal Intern 2003-2004
Madrona K-8, *Seattle Public Schools*

Teacher 1997-2003
Foster High School, *Tukwila Public Schools*

Student Teacher 1996-1997
Homestead High School, *Cupertino Public Schools*

Para-Educator 1995-1996
Woodinville High School, *North Shore Public Schools*

Ice Hockey and Lacrosse Coach 1992-1995
Wesleyan University

AWARDS

- OSPI Distinguished School Award
- MLK Award
- OSPI Apple Award
- Teacher of the Quarter King County
- National Board Certified ELA

Transforming the future one child at a time

**ATTACHMENT 1
CHARTER SCHOOLS PROGRAM ASSURANCES
RAINIER PREP**

**NON-SEA APPLICANTS FOR PLANNING, PROGRAM DESIGN, AND
IMPLEMENTATION**

- (a) **Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.**
- (b) **As the duly authorized representative of the applicant, I certify that the applicant will submit to the Secretary:**
- (c) **All items described in the application requirements;**

All application requirements and selection criteria are met and provided within this application.

- (d) **An assurance that the eligible applicant will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;**

Rainier Prep will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;

- (e) **An assurance that the applicant will cooperate with the Secretary in evaluating the program assisted under this subpart;**

Rainier Prep will cooperate with the Secretary in evaluating the program assisted under this subpart.

- (f) **A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;**

Rainier Prep is considered a local educational agency under Washington State law and Rainier Prep will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act.

- (g) **Proof that the applicant has applied to an authorized public chartering authority to operate a charter school and provided to that authority adequate and timely notice, and a copy, of this application; or an assurance that this application is for a precharter planning grant and the authorized public**

chartering authority to which a charter school proposal will be submitted has not been determined;

Rainier Prep's charter school application was approved and certified by the Washington State Charter School Commission in February 2014. A copy of the contract between Rainier Prep and the Washington State Charter School Commission is attached. Rainier Prep charter school will open in August of 2015.

(h) A copy of proof of applicant's non-profit status;

Rainier Prep incorporated as a non-profit in Washington State on October 17, 2013. We have applied to the federal government for tax-exempt status on November 20, 2013. Documentation of this status is attached.

(i) The applicants' DUNS and TIN numbers;

DUNS: 0793666720000

TIN: 80-0956961

(j) A statement as to whether or not an applicant for planning and implementation funding has previously received funding for this program either through a State subgrant or directly from the Department;

Rainier Prep has never received federal funding.

(k) Assurances that the State educational agency will (i) grant, or will obtain, waivers of State statutory or regulatory requirements; and (ii) will assist each subgrantee in the State in receiving a waiver under section 5204(e) of the ESEA.

Rainier Prep is not applying for any waivers at this time.

CHARTER SCHOOLS PROGRAM ASSURANCES

NON-SEA APPLICANTS FOR PLANNING, PROGRAM DESIGN, AND IMPLEMENTATION

- (a) Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.
- (b) As the duly authorized representative of the applicant, I certify that the applicant will submit to the Secretary:
- (c) All items described in the application requirements;
- (d) An assurance that the eligible applicant will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;
- (e) An assurance that the applicant will cooperate with the Secretary in evaluating the program assisted under this subpart;
- (f) A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
- (g) Proof that the applicant has applied to an authorized public chartering authority to operate a charter school and provided to that authority adequate and timely notice, and a copy, of this application; or an assurance that this application is for a precharter planning grant and the authorized public chartering authority to which a charter school proposal will be submitted has not been determined;
- (h) A copy of proof of applicant's non-profit status;
- (i) The applicants' DUNS and TIN numbers;
- (j) A statement as to whether or not an applicant for planning and implementation funding has previously received funding for this program either through a State subgrant or directly from the Department;
- (k) Assurances that the State educational agency will (i) grant, or will obtain, waivers of State statutory or regulatory requirements; and (ii) will assist each subgrantee in the State in receiving a waiver under section 5204(e) of the ESEA.

Margaret L. O'Sullivan
NAME OF AUTHORIZED OFFICIAL

School Leader
TITLE

[Signature]
SIGNATURE OF AUTHORIZED OFFICIAL

7/9/2014
DATE

Rainier Prep
APPLICANT ORGANIZATION

7/9/2014
DATE SUBMITTED

Attachment 2
Proof of Non-Profit Status

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

RAINIER PREP

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

Date: 10/17/2013

UBI Number: 603-342-221



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

Kim Wyman, Secretary of State

Date Issued: 10/18/2013



Department of the Treasury
Internal Revenue Service

P.O. BOX 2508
CINCINNATI OH 45201

In reply refer to: 9999999999
Dec. 13, 2013 LTR 3367C S0
80-0956961 000000 00

00032888
BODC: TE

RAINIER PREP
210 S HUDSON ST MCKINSTRY
SEATTLE WA 98134



034614

Employer Identification Number: 80-0956961
Tax Form: 1023
Document Locator Number: 17053-331-35401-3
For assistance, call: 1-877-829-5500

Dear Applicant,

We received your application for exemption from Federal income tax and your user fee payment.

During the initial review process, applications for exemption are separated into three groups:

1. Those that can be processed immediately based on information submitted,
2. Those that need minor additional information to be resolved, and
3. Those that require additional development.

If your application falls in the first group or second group, you will receive your determination letter stating that you are exempt from Federal income tax or a request for information via phone, fax, or letter. If your application falls within the third group, you will be contacted when your application has been assigned to an Exempt Organizations specialist for technical review. You can expect to be contacted within approximately 90 days from the date of this notice.

IRS does not issue "tax exempt numbers" or "tax exempt certificates" for state or local sales or income taxes. If you need exemption from these taxes, contact your state or local tax offices.

General information about the application process and tax-exemption can be found by visiting our website, www.irs.gov/eo. If you are unable to locate the information needed, you may call our toll free number shown above Monday through Friday. When communicating with us, please refer to the employer identification number and document locator number shown above.

Sign up for Exempt Organizations' EO Update, a regular e-mail newsletter that highlights new information posted on the Charities pages of irs.gov. To subscribe, go to www.irs.gov/eo and click on "EO Newsletter."

Application for Recognition of Exemption (99)
Under Section 501(c)(3) of the Internal Revenue Code

OMB No. 1545-0056
Note: If exempt status is approved, this application will be open for public inspection.

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at www.irs.gov for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your organizing document) Rainier Prep		2 c/o Name (if applicable)
3 Mailing address (Number and street) (see instructions) 210 S. Hudson Street, McKinstry Innovation Center	Room/Suite Suite 330	4 Employer Identification Number (EIN) 80-0956961
City or town, state or country, and ZIP + 4 Seattle, Washington 98134		5 Month the annual accounting period ends (01-12) 12
6 Primary contact (officer, director, trustee, or authorized representative) a Name: Lorri A. Dunsmore		b Phone: (206) 359-8528 c Fax: (optional) (206) 359-9528
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
9a Organization's website: b Organization's email: (optional)		
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) 10 / 18 / 2013		
12 Were you formed under the laws of a foreign country? If "Yes," state the country. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		

Part II Organizational Structure

You must be a corporation (including a limited liability corporation), an unincorporated association, or a trust to be tax exempt. (See instructions). **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1 Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. Yes No
- 2 Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. Yes No
- 3 Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. Yes No
- 4a Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. Yes No
- b Have you been funded? If "No," explain how you are formed without anything of value placed in trust. Yes No
- 5 Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. Yes No

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under Section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): **Page 1, Article 3.1**
- 2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.
- 2b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. **Page 2, Article 3.2.2**
- 2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state:

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past, present, and planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

- 1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
See attached exhibit.			

Part V

Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)

c List the names, names of businesses, and mailing addresses of your five highest compensated independent contractors that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

- 2a** Are any of your officers, directors, or trustees related to each other through family or business relationships? Yes No
If "Yes," identify the individuals and explain the relationship.
- b** Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. Yes No
- c** Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. Yes No

3a For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

b Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through common control? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. Yes No

4 In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

- a** Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? Yes No
- b** Do you or will you approve compensation arrangements in advance of paying compensation? Yes No
- c** Do you or will you document in writing the date and terms of approved compensation arrangements? Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- d Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? Yes No
- e Do you or will you approve compensation arrangements based on information about compensation paid by similarly situated taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
- f Do you or will you record in writing both the information on which you relied to base your decision and its source? Yes No
- g If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is reasonable for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.
-
- 5a Have you adopted a conflict of interest policy consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. Yes No
- b What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?
- c What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?
- Note:** A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.
-
- 6a Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
- b Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
-
- 7a Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine that you pay no more than fair market value. Attach copies of any written contracts or other agreements relating to such purchases. Yes No
- b Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. Yes No
-
- 8a Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. Yes No
- b Describe any written or oral arrangements that you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine you pay no more than fair market value or you are paid at least fair market value.
- f Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.
-
- 9a Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b Describe any written or oral arrangements that you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past, present, and planned* activities. (See instructions.)

- 1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? Yes No
If "Yes," describe each program that provides goods, services, or funds to individuals.
- b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? Yes No
If "Yes," describe each program that provides goods, services, or funds to organizations.
- 2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. Yes No
- 3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. Yes No

Part VII Your History

The following "Yes" or "No" questions relate to your history. (See instructions.)

- 1 Are you a successor to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G. Yes No
- 2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. Yes No

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past, present, and planned* activities. (See instructions.)

- 1 Do you support or oppose candidates in political campaigns in any way? If "Yes," explain. Yes No
- 2a Do you attempt to influence legislation? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. Yes No
- b Have you made or are you making an election to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. Yes No
- 3a Do you or will you operate bingo or gaming activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Yes No
- b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such arrangements. Yes No
- c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities (Continued)

4a Do you or will you undertake fundraising? If "Yes," check all the fundraising programs you do or will conduct. Yes No
(See instructions.)

- | | |
|---|--|
| <input checked="" type="checkbox"/> mail solicitations | <input checked="" type="checkbox"/> phone solicitations |
| <input checked="" type="checkbox"/> email solicitations | <input type="checkbox"/> accept donations on your website |
| <input checked="" type="checkbox"/> personal solicitations | <input type="checkbox"/> receive donations from another organization's website |
| <input type="checkbox"/> vehicle, boat, plane, or similar donations | <input checked="" type="checkbox"/> government grant solicitations |
| <input checked="" type="checkbox"/> foundation grant solicitations | <input type="checkbox"/> Other |

Attach a description of each fundraising program.

b Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. Yes No

c Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. Yes No

d List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

e Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. Yes No

5 Are you affiliated with a governmental unit? If "Yes," explain. Yes No

6a Do you or will you engage in economic development? If "Yes," describe your program. Yes No

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

7a Do or will persons other than your employees or volunteers develop your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. Yes No

b Do or will persons other than your employees or volunteers manage your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. Yes No

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into joint ventures, including partnerships or limited liability companies treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. Yes No

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. Yes No

b Do you provide child care so that parents or caretakers of children you care for can be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). Yes No

c Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). Yes No

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). Yes No

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other intellectual property? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. Yes No

Part VIII Your Specific Activities (Continued)

- 11 Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. Yes No
-
- 12a Do you or will you operate in a foreign country or countries? If "Yes," answer lines 12b through 12d. If "No," go to line 13a. Yes No
- b Name the foreign countries and regions within the countries in which you operate.
- c Describe your operations in each country and region in which you operate.
- d Describe how your operations in each country and region further your exempt purposes.
-
- 13a Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. Yes No
- b Describe how your grants, loans, or other distributions to organizations further your exempt purposes.
- c Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. Yes No
- d Identify each recipient organization and any relationship between you and the recipient organization.
- e Describe the records you keep with respect to the grants, loans, or other distributions you make.
- f Describe your selection process, including whether you do any of the following:
- (i) Do you require an application form? If "Yes," attach a copy of the form. Yes No
- (ii) Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. Yes No
- g Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.
-
- 14a Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. Yes No
- b Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
- c Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. Yes No
- d Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. Yes No
- e Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. Yes No
- f Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. Yes No

Part VIII Your Specific Activities (Continued)

- | | | | |
|----|--|---|--|
| 15 | Do you have a close connection with any organizations? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 16 | Are you applying for exemption as a cooperative hospital service organization under section 501(e)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 17 | Are you applying for exemption as a cooperative service organization of operating educational organizations under section 501(f)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 18 | Are you applying for exemption as a charitable risk pool under section 501(n)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 19 | Do you or will you operate a school ? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20 | Is your main function to provide hospital or medical care ? If "Yes," complete Schedule C. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 21 | Do you or will you provide low-income housing or housing for the elderly or handicapped ? If "Yes," complete Schedule F. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 22 | Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |

Note: Private foundations may use Schedule H to request advance approval of individual grant procedures.

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

A. Statement of Revenues and Expenses

	Type of revenue or expense	3 prior tax years or 2 succeeding tax years				(e) Provide Total for (a) through (d)
		(a) From 10/2013 To 6/2014	(b) From 7/2014 To 6/2015	(c) From 7/2015 To 6/2016	(d) From To	
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)	100,000	500,000	2,382,205		2,982,205
	2 Membership fees received	0	0	0		0
	3 Gross investment income	0	0	0		0
	4 Net unrelated business income	0	0	0		0
	5 Taxes levied for your benefit	0	0	0		0
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)	0	0	0		0
	7 Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list)	0	0	0		0
	8 Total of lines 1 through 7	100,000	500,000	2,382,205		2,982,205
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)	0	0	0		0
	10 Total of lines 8 and 9	100,000	500,000	2,382,205		2,982,205
	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)	0	0	0		0
	12 Unusual grants	0	0	0		0
	13 Total Revenue Add lines 10 through 12	100,000	500,000	2,382,205		2,982,205
Expenses	14 Fundraising expenses			0		
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)			0		
	16 Disbursements to or for the benefit of members (attach an itemized list)			0		
	17 Compensation of officers, directors, and trustees		0	0		
	18 Other salaries and wages		218,851	1,218,280		
	19 Interest expense			0		
	20 Occupancy (rent, utilities, etc.)		186,600	240,880		
	21 Depreciation and depletion			0		
	22 Professional fees	20,000	45,000	46,550		
	23 Any expense not otherwise classified, such as program services (attach itemized list)	23,500	11,400	641,629		
	24 Total Expenses Add lines 14 through 23	43,500	461,851	2,147,339		

Part IX Financial Data (Continued)

B. Balance Sheet (for your most recently completed tax year)

Assets			
1	Cash	1	0
2	Accounts receivable, net	2	0
3	Inventories	3	0
4	Bonds and notes receivable (attach an itemized list)	4	0
5	Corporate stocks (attach an itemized list)	5	0
6	Loans receivable (attach an itemized list)	6	0
7	Other investments (attach an itemized list)	7	0
8	Depreciable and depletable assets (attach an itemized list)	8	0
9	Land	9	0
10	Other assets (attach an itemized list)	10	0
11	Total Assets (add lines 1 through 10)	11	0
Liabilities			
12	Accounts payable	12	0
13	Contributions, gifts, grants, etc. payable	13	0
14	Mortgages and notes payable (attach an itemized list)	14	0
15	Other liabilities (attach an itemized list)	15	0
16	Total Liabilities (add lines 12 through 15)	16	0
Fund Balances or Net Assets			
17	Total fund balances or net assets	17	0
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	18	0
19	Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. (See instructions.)

- 1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions. Yes No
- b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2.
- 2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. Yes No
- 3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. Yes No
- 4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? Yes No
- 5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.
The organization is not a private foundation because it is:
- a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A.
 - b 509(a)(1) and 170(b)(1)(A)(ii)—a school. Complete and attach Schedule B.
 - c 509(a)(1) and 170(b)(1)(A)(iii)—a hospital, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C.
 - d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h.

Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$750. . If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$300. . See instructions for Part XI, for a definition of **gross receipts** over a 4-year period. Your check or money order must be made payable to the United States Treasury. *User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.*

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000? Yes No
 If "Yes," check the box on line 2 and enclose a user fee payment of \$300 (Subject to change—see above).
 If "No," check the box on line 3 and enclose a user fee payment of \$750 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$300 (Subject to change).
- 3 Check the box if you have enclosed the user fee payment of \$750 (Subject to change).

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here ▶


 (Signature of Officer, Director, Trustee, or other authorized official)

Joan H. M. Hsiao
 (Type or print name of signer)

13 Nov 2013
 (Date)

Treasurer
 (Type or print title or authority of signer)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$750. . If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$300. . See instructions for Part XI, for a definition of gross receipts over a 4-year period. Your check or money order must be made payable to the United States Treasury. User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000? Yes No
 If "Yes," check the box on line 2 and enclose a user fee payment of \$300 (Subject to change—see above).
 If "No," check the box on line 3 and enclose a user fee payment of \$750 (Subject to change—see above).

- 2 Check the box if you have enclosed the reduced user fee payment of \$300 (Subject to change).

- 3 Check the box if you have enclosed the user fee payment of \$750 (Subject to change).

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here

 (Signature of Officer, Director, Trustee, or other authorized official) (Type or print name of signer) (Date)

 (Type or print title or authority of signer)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application. Form 1023 (Rev. 6-2006)

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

- 1a** Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. Yes No
- b** Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. Yes No
- 2a** Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. If "No," do not complete the remainder of Schedule B. Yes No
- b** Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. If "No," do not complete the remainder of Schedule B. Yes No
- 3** In what public school district, county, and state are you located?
- 4** Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? Yes No
- 5** Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. Yes No
- 6** Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. Yes No
- 7** Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. Yes No

Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.

- 8** Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. Yes No

Note. Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

Section II Establishment of Racially Nondiscriminatory PolicyInformation required by **Revenue Procedure 75-50.**

- 1** Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557. Yes No
- 2** Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? Yes No
- a** If "Yes," attach a representative sample of each document.
- b** If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.
- 3** Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain. Yes No
- 4** Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. Yes No

Schedule B. Schools, Colleges, and Universities (Continued)

- 5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.
If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total						

- 6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total								

- 7a Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

- b Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. Yes No

- 8 Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.) Yes No

Date Signed: 20 November 2013



Joan Hsiao

Date Signed: _____

Andy Jassy

Date Signed: _____

Adam Porsch

Date Signed: _____

Ed Taylor

Date Signed: _____

Max Silverman

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

Rainier Prep
Budget Narrative

The following budget narrative provides a description of the project budget submitted for the CSP Non-Sea Federal Charter Schools Grant Project.

Personnel

Investing in top quality people from the start is critical in meeting Rainier Prep's objectives. With this grant, we will be able to hire and support a high quality Community Outreach and Student Recruitment Coordinator @ \$40,000 (Year 1) and \$50,000 (Year 2 and 3) annual salary, and a Director of Operations @ \$35,000 (Year 1) and \$60,000 (Year 2 and 3) annual salary. At the end of this grant, the cost of these two high leverage positions will be paid for by the per-pupil funding from the planned increase in student enrollment and corresponding revenue. The Community Outreach and Student Recruitment will be the critical community link and lead to ensure that we reach our target demographic and full enrollment from day one. The Director of Operations will manage contracts, business relationships and all aspects of Rainier Prep that are non-instructional, so that our instructional team can focus on our academic targets and achieving our goal of ensuring 100% of our students are college and career ready. Excellence in both of these areas is essential to the success of Rainier Prep.

Fringe Benefits

For our full-time personnel, the aggregate cost of providing benefits is calculated at 32% of the salary. This includes health care, retirement, taxes, insurances and all required benefits.

Travel

Per CSP guidelines, we have included funds in the budget to support participation by two persons from Rainier Prep in the annual USDE-sponsored program meeting. We have estimated those costs as involving travel from Seattle, WA to the Washington, DC, region by plane, with two nights hotel stay and three meals per day for each of the two individuals for 3 days. We estimate the cost for 2 people (Flight \$600 X 2=\$1,200, Hotel \$150X2X2= \$600, Food \$60/day per person X2 X3= \$360, and Transportation \$200). The second travel cost is for 3 staff members to visit high performing charter schools to help us see evidence of best practices in a constant effort to reach our academic, organizational, and financial goals. We estimate those costs for 3 people (Flight 600 X 3= \$1,800, Hotel \$150X2X3= \$900, Food 60/day per person X 3 X 3= \$540, and Transportation \$200).

Equipment

This project budget includes a substantial amount of equipment that is required to start a school. The chart below this paragraph details these costs which are start-up, non-operational, one-time costs. The first equipment expense is our investment in classroom libraries. Research shows that access to high-quality, high-interest literature increases reading achievement. We will not have a formal school library to start, so we want to make sure that all classrooms are outfitted with outstanding books and reading selections for our students to support our ELA academic goals. The equipment budget also includes resources for the hardware for the teachers and staff, including a computer for and a projection system for each classroom space, as well as one for the community space. The next equipment expense is our office furniture and equipment. The first year will be the largest investment with most of the furniture bought prior to the opening of

school. Our goal is to make the office space welcoming to diverse families and community members. The final equipment expense is the classroom furniture and equipment. This will be used for student desks, white boards, tables, and chairs. The initial investment amount is the greatest because we will start with 216 students and then add 100 students each year for the next two years. In addition to this project request, we have submitted additional grant proposals to local foundations for financial support.

Equipment	Year 1	Year 2	Year 3	Notes
Technology Hardware – Computers and classroom projection	27,500	14,750	14,750	One computer for every staff at \$1000 and one projector per classroom at \$750
Classroom Libraries	14,000	28,000	28,000	\$3500 per classroom and community members(4- 8 - 8)
Office Furniture and Equipment	15,000	5,000	5,000	Desks, Filing Cabinets, Shelves, Computer for families, Seating for visitors
Classroom Furniture and Equipment	40,000	20,000	20,000	Desk, Tables, chairs, white boards

Contractual Services

Rainier Prep will contract with technology experts for infrastructure setup to support our technology enhanced instructional program. The actual cost of this setup and expertise is estimated at \$100,000 our start-up year and \$40,000 each year after as we expand by 100 students each year. Our proposed grant budget is half of the actual cost at \$46,000 our start-up year and \$20,000 each year. We are hoping to use both federal and non-federal resources to cover the other half of these critical start-up costs. In order to be student and staff ready on the

first day of school, we need a high-speed wireless network that can support our Chromebooks use for students, as well as our staff laptops and projection systems. In addition to installation of the wireless network, these services include setup of hardware, software and data systems across the school.

Training Stipends

The training stipends are designed for the important work that will occur after new staff are hired but before their official contractual start date in August 2015. Between March-July 2015, we will hold a series of four trainings to orient staff, steep them in the core values and mission, involve them in the final phase of curriculum planning, and prepare them for the intense orientation in August. These trainings will include culture building, professional reading, and instructional strategy alignment.

Additional budget and sustainability information about our 5 year budget is available from our application to the Washington State Commission in November of 2013. Rainier Prep is pleased to have started on solid financial footing with strong support from the Washington State Charter School Association, a small grant from the Paul G. Allen Foundation and several individual donors. These funds will be sufficient to open our doors. However, this CSP federal grant would make the difference in our being able to offer a higher quality program from day one with the levels of support and the resources necessary to reach our goal of ensuring 100% college and career readiness for all students.

Describe how the grant funds will be used, including a description of how these funds will be used in conjunction with other Federal programs administered by the Secretary;

Rainier Prep has never and does not currently receive federal funding. Once we have students in the fall of 2015, we will receive federal funding through departments such as Title I and Special Education. These federal funds have strict guidelines and Rainier Prep will comply with all federal funding regulations.

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Rainier Prep

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	75,000.00	110,000.00	110,000.00			295,000.00
2. Fringe Benefits	24,000.00	35,200.00	35,200.00			94,400.00
3. Travel	2,360.00	5,800.00	5,800.00			13,960.00
4. Equipment	96,500.00	67,750.00	67,750.00			232,000.00
5. Supplies	0.00	0.00	0.00			0.00
6. Contractual	46,000.00	20,000.00	20,000.00			86,000.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	243,860.00	238,750.00	238,750.00			721,360.00
10. Indirect Costs*	0.00	0.00	0.00			0.00
11. Training Stipends	6,000.00	6,000.00	6,000.00			18,000.00
12. Total Costs (lines 9-11)	249,860.00	244,750.00	244,750.00			739,360.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Rainier Prep	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Ms.	Margaret (Maggie)	Lawton	O'Sullivan	

Address:

Street1:	210 S Hudson St
Street2:	
City:	Seattle
County:	
State:	WA: Washington
Zip Code:	98134-9998
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(206)725-1174	

Email Address:

mosullivan@rainierprep.org

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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