

<b>APPLICATION SUMMARY</b>
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Charter School Name	The Whole Elephant Chinese Charter School of Seattle
Applicant Name(s)	Dr. Lotus King Weiss
Media Contact Name	Dr. Lotus King Weiss
Media Contact Email Address	<a href="mailto:celestialwater@gmail.com">celestialwater@gmail.com</a>
Media Contact Telephone Number	347-822-5637
District of Location	Seattle Public Schools
Opening Date	August 29, 2018
Proposed Charter Term	August 29, 2018 to June 30, 2023
Proposed Management Company or Partners	The Whole Elephant Institute Inc.; Partners: Benaroya Research Institute; University of Washington; the Epoch Times; The New Tang Dynasty Television; Sound of Hope Radio Station
Projected Enrollment and Grade Span During Charter Term	From K-8 180 students in Year 1; K-9 350 students in Year 2; K-10 550 students in Year 3; K-11 720 students in Year 4; K-12 1000 students in Year 5
Projected Maximum Enrollment and Grade Span	From K to 8, with a maximum enrollment of 180 students in Year 1, 550 students in Year 2, 720 students in Year 3, 550 students in Year 4 and 1000 students in Year 5
Mission Statement	The Whole Elephant Chinese Charter School carries out the mission to establish an innovative education system which integrates the most frontier science of the West with the ancient science of mind-body-spirit from the East, with a goal to bring out the Master within each child whose unique passion and talent will be cultivated to blossom and whose mind will be cultivated to reach true maturity with great wisdom of human life and the entire universe.



**A Proposal for  
The Whole Elephant Chinese Charter School in Seattle**

**Dr. Lotus King Weiss  
Submitted to Washington State Charter School Commission  
March 31, 2017**

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**CATEGORY 1: GENERAL INFORMATION**

**2018 WSCSC CHARTER SCHOOL APPLICATION  
Cover Sheet**

Section A: School Information			
<b>Name of School:</b>	The Whole Elephant Chinese Charter School		
<b>School Type (Bold One):</b>	Elementary-Middle-High School		
<b>Grades Served:</b>	K-12		
<b>School District:</b>	Seattle Public Schools	<i>Neighborhood/Community</i>	International District
<b>Phone Number:</b>	<i>day</i> 631-552-0233	<i>evening</i>	347-822-5637
<b>Fax Number:</b>		<b>Email:</b>	celestialwater@gmail.com
<b>Website Address:</b>	<a href="http://www.thewholeelephant.info">www.thewholeelephant.info</a> ; <a href="http://www.confuciuscharters.org">www.confuciuscharters.org</a>		
<b>Street Address:</b>	TBD		
<b>Sponsoring Entity (Bold One):</b>	501 c3 Nonprofit Organization		
<b>Open Date:</b>	August 16, 2018	<b>Contracted Education Service Provider (EMO, CMO, Other):</b>	The Whole Elephant Institute Inc.
<b>Calendar Type (Standard or Extended School Year):</b>	Standard	<b>Number of Instructional Days:</b>	180 days

Section B: Primary Contact Person			
<b>Name:</b>	Dr. Lotus King Weiss	<b>Position:</b>	President of the Whole Elephant Institute; School Board Member; Lead Applicant
<b>Address</b>	2904 147 Street, Flushing, NY 11354		
<b>Mobile Phone:</b>	347-822-5637	<b>Alternate Phone:</b>	631-552-0233
<b>Email:</b>	celestialwater@gmail.com	<b>Current Employer:</b>	The Whole Elephant Institute Inc.

Section C: Attendance Projections												
Grade Level	2018-19 Enrollment		2019-2020 Enrollment		2020-2021 Enrollment		2021-2022 Enrollment		2022-2023 Enrollment		At Capacity	
	Min.	Max	Min.	Max	Min.	Max	Min.	Max	Min.	Max	Min.	Max
PK												
K	15	20	25	30	35	40	45	50	55	60	15	60
1	15	20	25	30	35	40	45	50	55	60	15	60
2	15	20	25	30	35	40	45	50	55	60	15	60
3	15	20	25	30	35	40	45	50	55	60	15	60
4	15	20	25	30	35	40	45	50	55	60	15	60
5	15	20	25	30	35	40	45	50	55	60	15	60
6	15	20	40	50	50	60	60	70	70	80	15	80
7	15	20	40	50	50	60	60	70	70	80	15	80
8	15	20	40	50	50	60	60	70	70	80	15	80
9			35	40	60	70	70	80	80	90	35	90
10					55	60	80	90	90	100	55	100
11							75	80	100	110	75	110
12									95	100	95	100
<b>Total</b>	<b>135</b>	<b>180</b>	<b>305</b>	<b>350</b>	<b>475</b>	<b>550</b>	<b>675</b>	<b>720</b>	<b>905</b>	<b>1000</b>	<b>135</b>	<b>1000</b>

<b>Section D: Advisory Board Members (to be Invited)</b>				
<b>Name</b>	<b>Title on Board</b>	<b>Contact Information (Phone and Email)</b>	<b>Mailing Address</b>	<b>Current Employer</b>
Lotus King Weiss	Advisory Board Member (accept)	347-822-5637; celestialwater@gmail.com	2904 147 Street, Flushing, NY 11354	The Whole Elephant Institute Inc.
Shusen Li	Advisory Board Member (accept)	408-818-0266; yeelong513@gmail.com	2904 147 Street, Flushing, NY 11354	The Whole Elephant Institute Inc.
Weiwu He	Advisory Board Member	301-340-3188; whe@origene.com	9620 Medical Center Drive, Rockville, Maryland 20850	OriGene Technologies Inc.
Beatriz Gonzalez	Advisory Board Member	• 352-395-5042; Beatriz.gonzalez@sfcolllege.edu	Department of Natural Sciences, Room B-207M, Santa Fe College, 3000 NW 83 <sup>rd</sup> Street, Gainesville, FL 32606	Santa Fe College
Jinxiong She	Advisory Board Member	706-721-3410; jshe@augusta.edu	Center for Biotechnology & Genomic Medicine Medical College of Georgia, Augusta University Augusta, GA	Augusta University
Jerry Nepom	Advisory Board Member	(206) 342-6516; <a href="mailto:inepom@benarovaresearch.org">inepom@benarovaresearch.org</a>	Benaroya Research Institute at Virginia Mason, 1201 Ninth Avenue, Seattle, WA 98101-2795	Benaroya Research Institute at Virginia Mason
Roger Brent	Advisory Board Member	(206) 667-1482; <a href="mailto:rbrent@fhcrc.org">rbrent@fhcrc.org</a>	Fred Hutchinson Cancer Research Center, B2-201, Mail Stop A2-025, 1100 Fairview Ave. N. P.O. Box 19024 Seattle, WA 98109-1024	Fred Hutchinson Cancer Research Center
Tony Zervos	Advisory Board Member	407-882-2263; antonis.zervos@ucf.edu	University of Central Florida; Burnett School of Biomedical Sciences; 6850 Lake Nona Blvd., Orlando, FL 32827	University of Central Florida
Quanzhen Li	Advisory Board Member	214-645-6073; quan.li@utsouthwestern.edu	Department of Immunology and Internal Medicine University of Texas Southwestern Medical Center, 6001 Forest Park Rd./ND6.504 Dallas, Texas 75390-8814	University of Texas Southwestern Medical Center

<b>Lizabeth Perkins</b>	<b>Advisory Board Member</b>	<b>617-460-7944; lperkins@genetics.med.harvard.edu</b>	<b>Harvard Medical School; Dept Genetics NRB 336;77 Avenue Louis Pasteur; Boston, MA 02115</b>	<b>Harvard Medical School</b>
<b>Gillian Small</b>	<b>Advisory Board Member</b>	<b>201-692-7093; gsmall@fd.edu</b>	<b>University Provost; Metropolitan Campus Dickinson Hall, Office Suite 1204 1000 River Road, H-DH1-01 Teaneck, NJ 07666 USA</b>	<b>Fairleigh Dickinson University</b>
<b>Kelly Selman</b>	<b>Advisory Board Member</b>	<b>352-392-3305; kselman@ufl.edu</b>	<b>Department of Anatomy and Cell Biology University of Florida, Gainesville, FL 32611</b>	<b>University of Florida</b>
<b>Robin Wallace</b>	<b>Advisory Board Member</b>	<b>352-392-3305; robin@rafa.com</b>	<b>Department of Anatomy and Cell Biology University of Florida, Gainesville, FL 32611</b>	<b>University of Florida</b>
<b>Tom Hollinger</b>	<b>Advisory Board Member</b>	<b>352-273-9583; thollinger@ufl.edu</b>	<b>Department of Anatomy and Cell Biology University of Florida, Gainesville, FL 32611</b>	<b>University of Florida</b>
<b>Christopher West</b>	<b>Advisory Board Member</b>	<b>706-542-4259; westcm@uga.edu</b>	<b>Franklin College of Arts and Sciences; Department Head of Biochemistry &amp; Molecular Biology • B129 Life Sciences, University of Georgia, Athens, GA 30602</b>	<b>University of Georgia</b>
<b>William Crowley</b>	<b>Advisory Board Member</b>	<b>617-726-5357; wcrowley@partners.org</b>	<b>Harvard Reproductive Endocrine Science Center; Reproductive Endocrine Unit, Department of Medicine; Bartlett Hall Extension 512; Massachusetts General Hospital; 55 Fruit Street, Boston, MA 02114</b>	<b>Massachusetts General Hospital</b>



Henry Baker	Advisory Board Member	352-273-5935; baker@mgm.ufl.edu	Department of Molecular Genetics and Microbiology; University of Florida, Gainesville, FL, 32611	University of Florida
Alfred Lewin	Advisory Board Member	352-392-0676; lewin@mgm.ufl.edu	Department of Molecular Genetics and Microbiology; University of Florida, Gainesville, FL, 32611	University of Florida
William Hauswirth	Advisory Board Member	352-392-0679; hauswrth@ufl.edu	Department of Ophthalmic Sciences University of Florida, Gainesville, FL 32611	University of Florida
Edward Wakeland	Advisory Board Member	214-648-7330; edward.wakeland@utsouthwestern.edu	Department of Immunology, Hamon Biomedical Research Building (NA), 5323 Harry Hines Blvd., Dallas, TX 75390-9093	University of Texas Southwestern Medical Center
Richard Johnson	Advisory Board Member	303-724-4865; Richard.Johnson@ucdenver.edu	University of Colorado Denver Box C281 12700 East 19th Avenue Research 2, Room 7015 Aurora, Colorado 80045	University of Colorado
Erica Golemis	Advisory Board Member	215-728-2860; erica.golemis@fccc.edu	Department of Cell and Developmental Biology; W406 Fox Chase Cancer Center; 333 Cottman Avenue; Philadelphia, PA 19111	Fox Chase Cancer Center
Zhiping Chen	Advisory Board Member	206-522-5646; zhipingc@bindgear.org	6300 9th Ave NE, Suite 200; Seattle, WA 98115	Seattle Healing Arts Center

## Section E: Start-up Team Members and Candidates for Future School Board

Name	Title/Position on Start-up Team	Contact Information (Phone and Email)	Mailing Address	Current Employer
Yueqin Bao	Director of Grandparents-Teacher Association	0118613013638896	3447 39 <sup>th</sup> Avenue, Seattle, WA 98199	The Whole Elephant Institute Inc.
Yufeng Wang	Director of Chinese Art Association and fund-raising among Chinese artists	0118613013638896	3447 39 <sup>th</sup> Avenue, Seattle, WA 98199	The Whole Elephant Institute Inc.
Alan Genatossio	Director of Chinese-Jewish Academic Affairs and curriculum development for music and fund raising	206-854-9190; genatossio@hotmail.com	3447 39 <sup>th</sup> Avenue, Seattle, WA 98199	Seattle Children's Hospital The Whole Elephant Institute Inc.

<b>Noah Genatossio</b>	<b>Director of Chinese-Jewish Community Outreach and International Business for fund raising</b>	<b>206-251-2040; noahgenatossio@hotmail.com</b>	<b>2904 147 Street, Flushing, NY 11354</b>	<b>The Whole Elephant Institute Inc.</b>
<b>Phil Dollison</b>	<b>Chief Financial Officer (CFO) and Director of community fund-raising through medicinal herb research and development</b>	<b>541-899-9601; bdollis@gmail.com</b>	<b>6621 Upper Applegate Road, Jacksonville, OR 97530</b>	<b>Grace BioGarden Inc. The Whole Elephant Institute Inc.</b>
<b>Tan Truong</b>	<b>Director of Media Outreach and Education Technology Development</b>	<b>206-601-6496; tantruong@mac.com</b>	<b>5612 34<sup>th</sup> Avenue SW, Seattle, WA 98126</b>	<b>Antioch University The Whole Elephant Institute Inc.</b>
<b>Tiemin Zhang</b>	<b>Director of Chinese Teacher Recruitment and International Business for fund raising</b>	<b>513-443-6982; jltimstar@gmail.com</b>	<b>2904 147 Street, Flushing, NY 11354</b>	<b>The Whole Elephant Institute Inc.</b>
<b>Jianxin Bao</b>	<b>Director of Medicinal Herb Science Laboratories and Science Conferences for fund raising</b>	<b>314-620-5737; jbstw@gmail.com</b>	<b>2904 147 Street, Flushing, NY 11354</b>	<b>Northeast Ohio Medical University The Whole Elephant Institute Inc.</b>
<b>Andree Hurley</b>	<b>Director of school campus real estate facilities and student dormitories</b>	<b>206-669-1622; andreehurley@cbba.com</b>	<b>1200 Westlake Ave N #406, Seattle, WA 98109</b>	<b>The Whole Elephant Institute Inc.</b>
<b>Brett Welton</b>	<b>Director of Guang Linzi Analytical Laboratories Facilities and Hemp Farms for fund raising</b>	<b>206-890-9497;</b>	<b>93694 Highway 42 South, Coquille, Oregon 97423</b>	<b>The Whole Elephant Institute Inc.</b>
<b>Tom Brook</b>	<b>Director of Guang Linzi Cultivation Laboratories Facilities and student field trips to holistic spiritual practice sites</b>	<b>206-369-0524; tomcat.javanet@gmail.com</b>	<b>2904 147 Street, Flushing, NY 11354</b>	<b>The Whole Elephant Institute Inc.</b>
<b>Etienne Pierson</b>	<b>Director of Guang Linzi Co-Op Laboratories Facilities and International Business with Korean Business Team</b>	<b>224-442-0421; etienne.pierson@gmail.com</b>	<b>2904 147 Street, Flushing, NY 11354</b>	<b>The Whole Elephant Institute Inc.</b>
<b>Mathew Gordon</b>	<b>Director of Guang Linzi Genetics Laboratories Facilities and Master Teacher of Plant Genetics</b>	<b>360-914-8719; mathewgordon420@gmail.com</b>	<b>2920 Heller Road, No. 40, Oak Harbor, WA 98277</b>	<b>The Whole Elephant Institute Inc.</b>
<b>Dana Luce</b>	<b>Director of Medical Cannabis Research Team and Fund Raising</b>	<b>360-980-1605; danaluce@comcast.net</b>	<b>5501 NE 109<sup>th</sup> Court, Suite N, Vancouver, WA 98662</b>	<b>G.O.A.T Labs The Whole Elephant Institute Inc.</b>

Dani Luce	Director of Medical Cannabis Education and Cancer Treatment team for Fund Raising	360-513-9377; dani@goatlabsinc.com	5501 NE 109 <sup>th</sup> Court, Suite N, Vancouver, WA 98662	G.O.A.T Labs The Whole Elephant Institute Inc.
Louis Lu	Director of Chinese Divine Culture Education Team and Technology Innovation for Fund Raising	929-800-7898; mailto:luyluy@gmail.com	2904 147 Street, Flushing, NY 11354	The Whole Elephant Institute Inc.
Angela Xu	Master Teacher of Chinese Divine Culture: the Dao of Tea Culture	908-656-5155; angel@confuciuscharters.org	2904 147 Street, Flushing, NY 11354	The Whole Elephant Institute Inc.
Brian Scott Weiss	Master Teacher of Signs and Chinese Martial Arts	516-790-6743; bwfist@aol.com	2904 147 Street, Flushing, NY 11354	Sign World Inc. The Whole Elephant Institute Inc.
Lotus King Weiss	Master Teacher of Human Life Sciences and Bilingual Education of Chinese Culture	347-822-5637; celestialwater@gmail.com	2904 147 Street, Flushing, NY 11354	The Whole Elephant Institute
Zhiping Chen	Master Teacher of Chinese Music and Chinese Medicine (to be invited)	206-522-5646; zhipingc@bindgear.org	6300 9th Ave NE, Suite 200; Seattle, WA 98115	Seattle Healing Arts Center
Shusen Li	Master Teacher of the Book of Changes (I Ching)	408-818-0266; yeelong513@gmail.com	2904 147 Street, Flushing, NY 11354	The Whole Elephant Institute Inc.
Mona Choo	New Team Member Applied to be Board Member	<a href="mailto:jielinyuetan@hotmail.com">jielinyuetan@hotmail.com</a> ; 8613811602037	2904 147 Street, Flushing, NY 11354	The Whole Elephant Institute Inc.
Xiaohui Xiaong	New Team Member applied to be Board Member	<a href="mailto:Xiaohuixiong7@163.com">Xiaohuixiong7@163.com</a> ; 0118613381787303	2904 147 Street, Flushing, NY 11354	The Whole Elephant Institute Inc.
Aibo Shan	New Team Member applied to be Board A	shanbaoqian@sina.com; 01186-17854283862	2904 147 Street, Flushing, NY 11354	The Whole Elephant Institute Inc.
Baoquan Shan	New Team Member applied to be Board Member	<a href="mailto:shanbaoqian@sina.com">shanbaoqian@sina.com</a> ; 01186-15206683918	2904 147 Street, Flushing, NY 11354	The Whole Elephant Institute Inc.
Fugang Yang	New Team Member applied to be Board Member	41272941@qq.com; 01186-15330807117	2904 147 Street, Flushing, NY 11354	The Whole Elephant Institute Inc.
Zhaonan Zhang	New Team Member applied to be Board Member	<a href="mailto:emussa@126.com">emussa@126.com</a> ; 01186-13001367915	2904 147 Street, Flushing, NY 11354	The Whole Elephant Institute Inc.

## **CATEGORY 2: EXECUTIVE SUMMARY**

### **Section 1: Executive Summary**

#### **School Vision**

The Whole Elephant concept is derived from the famous “The Blind Men and the Elephant” story which is deeply rooted in the culture of almost every ethnicity throughout the world. Human being, due to the nature of the physical body, is bound to be BLIND to the Truth of the Universe. Therefore, the most important goal of learning, in the human world, is to find the Way of gaining true vision. From the East, the five thousands of years of Traditional Chinese Culture have laid down the foundation for human beings to gain true vision of human being and the entire Universe; in the West, modern science especially the field of frontier modern life science have laid down the foundation for humanity to use rationality to understand the limitations of the human body and human technology in face of the vastness of the Universe (**Appendix I**); The Whole Elephant Chinese Charter School (WECCS) will combine the best fruits of mankind development of both the East and the West to nurture and awaken the Masters within each child; our students will be led by Master Educators who are leading scholars in the myriads of subjects of the sophisticated traditional Chinese culture as well as scientists in the areas of frontier modern physics and frontier modern life sciences; through wisdom teaching, students will master both Chinese and English Languages; Mathematics; Humanity and Arts; History and frontier Science; the education methods will be an innovative combination of the traditional style of Martial Art Schools from China and the most successful education style in the West: the Graduate School style of Modern Life Science; the relationship between Master Educators and students is a Master-disciple relationship, which makes the education of a Whole Person possible.

#### **School Mission**

The Whole Elephant Chinese Charter School carries out the mission to establish an innovative education system which integrates the most frontier science of the West with the ancient science of mind-body-spirit from the East, with a goal to bring out the Master within each child whose unique passion and talent will be cultivated to blossom and whose mind will be cultivated to reach true maturity with great wisdom of human life and the entire universe.

#### **School Objectives**

The objective of the Whole Elephant Chinese Charter School is to establish a new set of education philosophy and practice integrating the best of the fruits of development of humanity, from ancient to present, from East to West, from the visible material world, to the invisible and intangible spiritual world, in the area of science, arts and culture, so that the students graduated from the Whole Elephant Chinese Charter School shall be young scholars in both the English and Chinese Culture as well as young scientists of human body, space-time and the Universe, besides meeting the standards required upon them by the State Education Department of Washington.

## **Educational Need, Target Population and Challenges**

The Whole Elephant Chinese Charter School is urgently needed for any communities with rapidly increasing student populations of immigrants from the Communist China, which, under the rule of the Chinese Communist Party controlled government, has been carrying out constant violence and deception to dehumanize the Chinese people. Upon their entering the regular American public schools, children from the Communist China demonstrated great learning crisis due to immense differences between the Chinese Communist Party Culture-based prior education with the modern American Culture-based education; the English language skills are usually much easier to master for these students from China, while the greatest challenges are the understanding of American values, culture, and the recovery and maintenance of their emotional and spiritual health rooted in their own unique culture and traditional value systems.

The District of Seattle Public Schools in Washington State is now welcoming such a rapidly increasing population of Chinese immigrant children, and the current existing public schools or the newly opened public charter schools in the school district so far are still lacking the ability to resolve such a learning crisis of this population of students. The wonders of the five thousands of years of Chinese Traditional Culture are sadly lost in the Communist China and banned from the entire communist education system in China, but now are starting to be known by people from all over the world through the efforts of those brave Chinese artists, scholars and especially through the immense efforts of the over 100 million persecuted Falun Dafa practitioners ([WWW.FALUNDAFA.ORG](http://WWW.FALUNDAFA.ORG)) in the past seventeen years. Since 2006, the Shen Yun Performing Arts Group ([WWW.SHENYUNPERFORMINGARTS.ORG](http://WWW.SHENYUNPERFORMINGARTS.ORG)) started to tour all over the world to deliver the message that the five thousands of years of Chinese culture is in fact created by people from all over the world and is a divine arrangement to establish human morality and wisdoms for mankind to live in peace and harmony with the universe and ultimately to find the Truth of Return, or spiritual awakening and spiritual perfection. Such a Whole Elephant Concept contains the mind-awakening power of Truth that has triggered a cascade of responses all over the world among those who having been seeking for solutions and breakthroughs in their area of expertise, such as art, music, fashion design, entrepreneurship, science, health, education, and more. A wave of renaissance of traditional Chinese culture is taking place globally. More and more children and parents in America, from the mainstream society, are seeking for opportunities to gain such a long-lost heritage, which is like Mother's Milk, is proven to have the power to nourish human spirits to true maturity for great accomplish in all areas. From this perspective, the Whole Elephant Chinese Charter School is also much needed for children born and raised in America and are experiencing great trials in their emotional and spiritual journey and are lost and drowning in the ever enlarging sea of information gained from modern technology and modern science, which is truly a double-edged sword. In metropolitan cities like New York, San Francisco, Portland and Seattle, there are many children are lost in their life due to not having the nourishment of human spirit and human wisdom of life, and are handicapped by wrong ideology and self-destructive practices such as immoral behaviors and substance abuse. Modern human society is facing such crisis and parents and many public schools feel helpless in face of the rapid down-sliding of human morality and the devastating effects on their beloved children. Such crisis is deeply rooted within the falsehood of each modern human being's current belief systems, and such falsehood departing

from the fundamental nature of the universe needs to be cleaned out from the current education system. Most of the falsehood of the modern mankind belief system is due to the Blind-Men Syndrome created by the over enthusiasm, or arrogance, of the near elementary level understanding of the larger truth of the Universe so far accomplished by modern Science and Technology. The Whole Elephant Chinese Charter School recognizes this crisis and has designed ways to rectify such a crisis by delivering a new education system that can lead students to an elevated vision of the life and the universe. The University of Washington and the Benaroya Research Institute are the original home institutes of Dr. Lotus King Weiss before her journey to the East Coast and now she will tap into these resources to combine with the treasure she gained from her journey in the area of 5000 years of traditional Chinese Culture, to face these educational challenges all Seattle Educators are facing daily. The successful operation of the proposed Whole Elephant Chinese Charter School shall effectively meet and advance objectives of Charter School Laws, such as in raising education levels beyond the proficiency standards on state tests, in expanding the learning opportunities for students at risk of academic and personal development failure; in helping low income, minority students as well as English Language Learners and Learners with disabilities; in delivering innovative teaching and learning methods and in providing new professional development and opportunities for teachers, parents and students. The Whole Elephant Chinese Charter School will be a great success for advancing the overall quality of public school education in America.

**Section One: Attachment 1: Pending Authorization and School Opening Form and**

**Section One: Attachment 2: Written Assurance of Board background checks**

## **CATEGORY 3: EDUCATIONAL PROGRAM DESIGN AND CAPACITY**

### **Section 2: Program Overview**

The Whole Elephant Chinese Charter School of Seattle will officially open on September 29, 2018. One hundred and eighty students, with 20 students at each grade (k, 1, 2, 3, 4,5,6,7,8), will be admitted after Dr. Lotus King Weiss meet with the applicant students and their parents in one-on-one fashion and explain the mission and education program to the student candidates and parents; admission will be based upon first come first serve principle; the admitted students and their parents will first meet with the entire team of Master Teachers (MTs) and Master Assistant Grade Teachers (MAGTs) consisting of leading experts and scholars in the following Eleven Subjects of Studies: Chinese Language Art, English Language Art, Mathematics, Chinese History, Global History, Ancient Chinese Science, Modern Science, Humanity Arts, Health/Fitness, and Law/Media/Entrepreneurship. The team of Master Teachers and the Master Assistant Grade Teachers are recruited and trained at the Whole Elephant Institute Inc., a 501c3 non-profit organization registered in New York State in July 2005, and has been rooted within the five boroughs of New York City to carry out extensive community education services in the past over 12 years and has initiated the first Chinese Charter School application in New York State in 2012 ([www.thewholeelephant.info](http://www.thewholeelephant.info); [www.confuciuscharters.org](http://www.confuciuscharters.org)). Each student will have 11 of their Grade Specific Teachers (MSGTs) as well as the 11 Primary Master Teachers, who will then be responsible for his or her individualized education program from k-8; each student will work closely with his or her Master(s) to develop the details of the curriculum tailored specifically for the student's level and interest; all students will be offered standard lectures in listening, speaking, reading and writing of English and Chinese; all students are required to master both English and Chinese Language at our Charter School; open seminars will be given by Master Teachers to all students in their area of expertise throughout the school hours, at different levels, so that each student can choose, under the instruction of his or her primary Master, to receive the appropriate level teachings; science laboratories in the area of life science, computer science and Chinese Medicine will be established in the WECCS Charter School at the end of the first year, which will then be made available for all students. In the following four school years, an additional 20 students will be enrolled for each grade, therefore enrolling a total 350 students in Year 2, 550 students in year 3, 720 students in year 4 and 1000 students in year 5; besides mastering the knowledge of each specialized field offered by the Master Assistant Grade Teachers, each student will work closely with his or her Primary Master in personal upgrading of their mind and heart nature; the ancient cultivation way of Falun Dafa will be offered to all students at the WECCS of Seattle; seminars on all forms of righteous spirituality from both the West and from the East will be offered to all students; The classical Chinese Texts teaching human morality, such as Sanzijing (Classic of Three Characters) and Dizigui (Disciplinary Guide to Disciples) will be offered to all students. When students graduate from our Charter School, they shall be young scholars in Chinese

Language and Culture, and young scientists of life, besides meeting the standards required upon them by the State Education Department of Washington State. The innovation of the education approach is based upon 12 years of education research and practice carried out by Dr. Lotus King Weiss at the Flushing Community of Queens, New York; such an approach shall overcome the current existing blockage existing in most, if not all public schools: outdated contents of textbooks in all main fields of sciences; lack of individualized guidance and teaching to maximize the power of the young learners, especially young children from immigrants' family facing major challenges in a new culture and language; not recognizing the immense power of the five thousand years of traditional Chinese culture in early childhood education; not recognizing the critical importance in moral education, wisdom education and disciple education; the loss of the art of education in the format of Master-Disciple relationship. The Motto is our Charter School is: **to awake the Master within each Child**; our operational principle is: **Trust-Love-Respect**.



## **Section 3: Curriculum and Instructional Design**

### **The Whole Elephant Curriculum Design**

The Whole Elephant Chinese Charter School's curriculum Design is featured with Ten Domains as follows:

Curriculum Part I. English Language

Curriculum Part II. Chinese Language

Curriculum Part III. English-based Math and Chinese-based Math

Curriculum Part IV. Global Culture and History

Curriculum Part V. Chinese Culture and History

Curriculum Part VI. Modern Science (Theory and Practice)

Curriculum Part VII. Ancient Chinese Science (Theory and Practice)

Curriculum Part VIII. Western and Chinese Physical Training

Curriculum Part IX. Humanity and Arts

Curriculum Part X. Law Media Entrepreneurship

### **Design Rationale Relevant to Washington State Public School Education Goals**

The Whole Elephant Chinese Charter School education model is deeply rooted deeply in the wisdom of the splendid five thousands of years of the traditional Chinese Divine culture as well as the fruits of human intellectual pursuits culminating in the area of frontier modern sciences of human body, space-time and the universe. Recognizing the urgent challenges educators are facing in Washington State, and the basic goals outlined in RCW 28A.150.210 for basic education programs for Washington State Public Schools, we have designed an innovative set of education program that tailored into the unique geographic, cultural, social, political, economical and historical features of Washington State. The WECCS Curriculum has fully incorporated all essential elements of the basic public school education goals, such as:

**To train students to become responsible and respectful global citizens:**

For students to be responsible and respectful global citizens, they must master Chinese language and true Chinese Divine Culture. China has 1.4 billion people and has a culture of over five thousands of years full of wisdom for modern people to find true solutions of current crisis in education, health, law, business and media. Washington State has been heavily engaged in the cultural and economical interactions with China under the rule of the Chinese Communist Party and has also been heavily infiltrated by Chinese Communist Government and Chinese Communist Ideology. The outcome of such interaction for Washington State is determined by the ability of people in this state to make the right choices and decisions, and the wisdom to differentiate good Chinese people and the great splendid heritage of Chinese traditional culture from the Communist Chinese Party (CCP)-tainted CCP culture, CCP ideology, and CCP cultural junk and poisons. When public schools in Washington State are teaching students with CCP-edited Chinese history, CCP-ideology infiltrated Chinese language textbooks, employing CCP-member Chinese teachers, and doing educational and cultural exchange with CCP-officials who are criminals of human rights, how can Washington State public schools bring out students of responsible and respectable global citizens?

**To help the students to gain essential knowledge and skills so that they can contribute to the economic well-being of their families and communities:**

Economic well-being can only be achieved through intellectual and physical talent mastered through diligent learning from teachers who are experts in the relevant fields of profession and then practiced out according to human morality. These elements and goals are exactly what the WECCS education philosophy has embodied and WECCS curriculum design has enclosed.

**To enable students with the power of knowledge and intellectual skills to explore and understand different perspectives:**

**(1) Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences**

**Curriculum Part I and part II:** WECCS curriculum included two most important languages for students to master in order to become responsible and respectable global citizens: Chinese and English. Chinese language is used by the largest population of people on the earth and is the only survival ancient language that is hieroglyphs in nature. The Wonders of the Chinese Characters are still beyond the understandings of most of the American educators, unfortunately. In fact, although more and more American general public are seeking the art of the ancient Chinese Science in the area of traditional Chinese medicine, Chinese holistic practices, Chinese spiritual sciences, none of these subjects can be fully appreciated without the mastering of Chinese language skills. Chinese language is proven to have the ability to empower children with greater ability in comprehension in general, and thus greatly enhance the communication skills and enlarge the communication audiences. Gaining the skills of Chinese language for students is the

Gold Key for Washington State public school students to succeed in the future at an international scale.

## **2) Know and apply the core concepts and principles of mathematics**

**Curriculum part III:** WECCS curriculum includes Mathematics education in theory and practice for children K-12, with both English and Chinese language-based instruction. It is a phenomenon commonly recognized by educators in America that Chinese students easily excel in Mathematics. This is in fact due to the profound inner contents of Chinese language and Chinese culture. Numbers in Chinese are subjects of meditative realization of the mysteries of the Universe, as demonstrated by the famous book of the Book of Changes (I Ching) and the historic records regarding the subjects of Hetu and Luoshu, both became cornerstones for prediction of human societal evolution laws as well as human individual life event progression laws. In fact, it is now clear that the ancient book of I Ching (易经) contains the very binary system of modern computer technology, a great example of the full cycle of human civilization.

**(3) Know and apply the core concepts and principles of social, physical, and life sciences;**

**(4) Know and apply the core concepts and principles of civics and history, including different cultures and participation in representative government; (5) Geography**

**Curriculum Part IV-VII:** Social core concepts and principles will be delivered through WECCS curriculum Part IV and V, which include social studies of Chinese, America, and the World. In fact, it will become apparent for students when these studies combined to generate a whole picture of the progression of human civilization, that the five thousands of years of Chinese culture is at the center stage for all world events and contains the most profound wisdom for modern people to take a leap forward. Physical as well as life sciences core concepts and principles together with the subject of Geography will be delivered through WECCS curriculum Part VI and VII, under the subject of Science, from ancient to modern time. The ancient book “Classic of Mountains and Seas” or “Shan-Hai Ching” 山海经 is included as the Geography textbook, which is indeed the first Geography book in human history. WECCS will have the most comprehensive Science education team, which include a team of scholars fluent with ancient Chinese sciences such as the book of “I Ching” 易经 and all theories and practices associated with human body sciences of traditional Chinese medicine, and a team of scholars in various frontier fields of physics and modern life sciences: such as anatomy, physiology, histology, cell biology and molecular biology. The core concepts of separate fields of subject will be correlated, compared and allow the students to form a Whole Elephant Concept of the physical world along the progression of time and space and the mysterious metaphoric correspondence of the physical world life phenomena with that of the human body life phenomena: the Dao of Human Body “What is inside of human body corresponds to what is outside of the human body”.

## **(6) Arts and (7) Health and Fitness**

**Curriculum Part VIII-XI:** Chinese Music Instruments, Chinese Chess, Chinese Calligraphy and Chinese Paintings, Chinese Arts and Crafts are included in WECCS curriculum as an integral part of standard art education subjects in American public schools. Chinese music, chess, calligraphy and painting are also considered to be healing arts and play a key role in the cultivation of mind-body of the practitioners of these arts. Modern people are overly stimulated by external signals of all kinds which make the physical body operates at a high metabolic state and the mind disturbed by forces that tip over the required balance of human physical and mental health. “Stress” is the word summarizes such a state which when lasted over an extended period of time without proper adjustment, the physical body will develop system-level diseases that are beyond the reach of modern medicine, such as cardiovascular diseases, autoimmune diseases, neurodegenerative diseases and cancer. The art of cultivating mind-body-spirit will be systematically introduced to the students through Part VIII and XI of the WECCS curriculum. The cultivation way of Falun Dafa ([WWW.FALUNDAFA.ORG](http://WWW.FALUNDAFA.ORG)) is an art, or Science of Mind-Body-Spirit, and has been practiced by people from all walks of life of all different age groups all over the world. The practice has been now taught in schools in India, Taiwan and recently even introduced into the curriculum of university. The health benefit associated with the practice of Falun Dafa is validated by large scale health surveys as well as cellular and molecular level studies of frontier life sciences (**Section 3 Appendix II: Falun Dafa Health Benefit**). At the Whole Elephant Chinese Charter School, students will be given the choices of different forms of art according to each student’s individual interest and be integrated into their individualized curriculum by the Master Teacher each student choose. Physical training will include both Chinese style physical training, such as Chinese martial arts and classical Chinese dance and Western style physical training, such as football, basketball and volleyball.

**(8) Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems**

**Curriculum Part VI-VII:** while analytical, logical, creative skills and technology literacy and fluency will be taught throughout all subjects of studies when applicable, WECCS curriculum Part VI and VII in the field of Science will be a practical training ground for all these skills, through the Shen Nong Laboratory Platform. The Whole Elephant Institute will establish the Shen Nong Education Laboratory which allows students to raise questions about a subject of life science, write a proposal, apply for funding, work with life science mentor to carry out the research project, to gather data, analyze data and synthesize data to present in the format of research papers and seminars. A team of science mentors are being assembled, led by Dr. Lotus King Weiss, who is an expert in the frontier life science field.

**(9) Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.**

**Curriculum Part VI-X:** when students learn ancient Chinese science and modern frontier science from Part VI and VII, students will gain necessary knowledge and skills for creative new ideas, and through Shen Nong Laboratory Research projects, will experience the development of new produces and thus pave new industries for the future; throughout the project-based learning, students will gain technology literacy and fluent in applying technology to solve problems in a collaborative setting; the various forms of art of cultivation of mind-body-spirit will assure the tranquility of mind and the health of the body and the wisdom from ancient Chinese culture combined with the clear practical rationality of approach in face of the real complex world lay the foundation of productivity, success and leadership roles of our students. WECCS Part X curriculum includes the subject of Law, Media and Entrepreneurship which will be taught through internship programs. The Whole Elephant Chinese Charter School has the unique opportunity to bring together entrepreneur teams from China and America for the education program. Vocational and academic instructions will be integrated for school to work transition; collaboration between WECCS and local community colleges, technical colleges, universities in the frontier Biomedical Research Science Field (such as the Benaroya Research Institute, University of Washington, Fred Hutchinson Cancer Research Center) will be established. Three large media groups, the New Tang Dynasty Television Group, the Epoch Times Newspaper, and the Sound of Hope Radio Station, will be connected for student internship. Law in the field of human rights, health, business and immigration will be introduced to students through seminars delivered by invited legal professionals in relevant fields.

## **The Whole Elephant Instructional Design**

### **Philosophy**

The WECCS Instructional Model is based upon the philosophy that each child is unique and different; the relationship between Student and Teacher is sacred and is life-long, thus is a Master-disciple relationship; the most successful education model was established by Confucius in China and Socrates in ancient Greece; parents and grandparents are key players in education thus shall be integrated into the school education team.

### **Design**

In the Whole Elephant Chinese Charter School, parents and grandparents, especially the later, will be an integral component of the education program. Each student will be led by their individual Master Educators specialized in various subject fields (curriculum I-X): each student will have ten Master Educators to follow them all the way from K to 12th grade and make their individualized curriculum according to their learning ability and interest; among the ten Master Educators, each student will choose one as the Lead Master who will stay in close contact with the parents or grandparents for communication of all necessary education issues. For the first year, with the enrollment of 20 students from each grade of K-8, our Charter School will be staffed by one Grade-specific Master-assistant Teacher (GSMA) for each specific subject of

study for each grade. For example, for English Language, we will have GSMA for each Grade, each will be in charge of 20 students for that grade; with eleven (since arts are differentiated into American and Chinese categories) different subjects of studies ongoing for each grade, we will be staffed with (9 grades x 11 subject=) 99 GSMA Teachers. That is, each Master Teacher among the eleven subjects of curriculum has a team of nine GSMA teachers to help accomplish the education goal through forming a subject education team, and constantly work together to perfect the education skills, and work with parents and grandparents of their students as a large community based education team; in this regard, the integral involvement of community represented directly by parents and grandparents will be a distinct feature of our Charter School.

**Administrative Staffing:** besides the staffing of 11 Master Teachers and 99 GSMA's for the eleven different subjects of studies in our Charter School, we will be staffed with the following administrative team: the Principal, the Vice Principal, eleven secretaries serving each team of Master Educators and parents/grandparents, an Accountant, a Treasurer, a Director for Transportation, a Director for Food, a Director for Health and Safety, a Director for Media, Advertisement and Community Outreach, a Director for Staff Straining and Recreation, a Director for Events and Workshop Management, a Director for Scholar Seminar Organization.

**Governance:** the Board of Trustees of our Charter School will work closely with the Administrative Staffing team listed above to govern the Charter School; the Board of Trustees will be responsible for bringing both personnel and financial resources to the Charter School and do everything possible and necessary for accomplishing the proposed mission of the Charter School; the Administrative Staffing Team will be responsible for the successful and safe daily administrative operation of the Charter School; the teaching team of Master Educators will be focused upon the delivery of high quality education to the students.

**Section 3: Attachment 3:** The Whole Elephant Chinese Charter School Chinese Language Education Course Sample Scope in Elementary, Middle and High School Division

**Section 3: Attachment 4:** The Whole Elephant Chinese Charter School Curriculum Development Projection in 2017

## **Section 4: Student Performance Standards**

As the first Chinese Charter School in Washington State, the Whole Elephant Chinese Charter School carries out the mission to set a new model of innovative public school education for Washington State, with new education philosophy, new curriculum design, new instruction methods, and also new student performance standards that match with the mission of the Whole Elephant Chinese Charter School, which has a much higher standard for students than what is stated in the learning standards currently adopted by the Office of Superintendent for Public Instruction (OSPI) in Washington State.

### **Critiques on Washington State Learning Standards**

A careful overview of the details of the current state level learning standards for various education subjects of K-12 public schools in Washington State, as listed below, reveals the current overall public school education philosophy to be based upon the modern empirical science ideology, evolution theory, and atheism, which are the main guiding ideologies of American public schools:

Learning standards for Arts as adopted from National Core Arts Standard:  
[HTTP://WWW.NATIONALARTSSTANDARDS.ORG/#STHASH.8T32MUKB.DPUF](http://www.nationalartsstandards.org/#STHASH.8T32MUKB.DPUF);

Learning standards for English Language Arts (ELA) and Mathematics as adopted from Common Core State Standards (CCSS):  
[WWW.CORESTANDARDS.ORG](http://www.corestandards.org);

Learning standards for English Language Proficiency Standards:  
[HTTP://WWW.ELPA21.ORG/STANDARDS-INITIATIVES/ELP-STANDARDS](http://www.elpa21.org/standards-initiatives/elp-standards);

Learning Standards for Early Learning and Development:  
[HTTPS://WWW.DEL.WA.GOV/HELPFUL-RESOURCES/WASHINGTON-STATE-EARLY-LEARNING-AND-DEVELOPMENTAL-GUIDELINES](https://www.del.wa.gov/helpful-resources/washington-state-early-learning-and-developmental-guidelines)

Learning standards for Computer Sciences:  
[HTTP://WWW.K12.WA.US/COMPUTERSCIENCE/LEARNINGSTANDARDS.ASPX](http://www.k12.wa.us/computerscience/learningstandards.aspx)

Learning standards for Science as adopted from Next Generation Science Standards (NGSS):  
[WWW.NEXTGENSCIENCE.ORG](http://www.nextgenscience.org);

Learning standards for Social studies:  
[HTTP://WWW.K12.WA.US/SOCIALSTUDIES/EALRS-GLES.ASPX](http://www.k12.wa.us/socialstudies/ealrs-gles.aspx);

Learning standards for Health and Fitness:  
[HTTP://WWW.K12.WA.US/HEALTHFITNESS/STANDARDS.ASPX](http://www.k12.wa.us/healthfitness/standards.aspx);

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Learning standards for Environmental and Sustainability:

[HTTP://WWW.K12.WA.US/ENVIRONMENTSUSTAINABILITY/STANDARDS/DEFAULT.ASPX](http://www.k12.wa.us/environmentsustainability/standards/default.aspx);

Learning standards for world language, such as Chinese Language:

[HTTP://WWW.K12.WA.US/WORLDLANGUAGES/STANDARDS/DEFAULT.ASPX](http://www.k12.wa.us/worldlanguages/standards/default.aspx)

The falsehood of such standards for public school education is the “Blind Men Syndrome”, which limits the mind of young learners to the tangible and visible material world, which has been the subject of research and studies of modern empirical sciences with empirical science approaches based upon empirical science philosophy. However, such a philosophy is now fully challenged and disputed by the frontier discoveries in the field of human life sciences as well as modern physics, especially in the fields of theoretical physics and astrophysics. Metaphorically, the empirical modern science approach is like the seven blind men who were presented with different parts of the Elephant and were then presented with the question: “What is an Elephant”, one blind man confidently answered, “It is just like a Tree”; the second blind man disputed such a statement with more confidence, “That is totally ignorant, It is not like a Tree at all. It is like a Sword”. The third blind man was furious upon hearing such “ignorance” of both statements, and could not help but burst out, “Both of you are crazy. It is neither like a Tree, nor like a Sword, but it is definitely like a rope”...The current state of public education in Washington State is depicted by the above metaphor. Children trained in public schools under such philosophy and measured with such standards at most can grow up and become outstanding argumentative intellectual blind men, for their families, communities and for America.

### **Setting New Learning Standards at the Whole Elephant Chinese Charter School**

The Whole Elephant Chinese Charter School therefore will lead in setting up new learning standards for subject of studies as outlined in the Whole Elephant Curriculum. The current Washington State Level Standards will be carefully observed as the base line, since it falls at the beginning level of learning according to the standards of scholarly learning by Confucius:

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#### **Level One: 格物**

To gain the basic knowledge of the world is the beginning step of learning, but one cannot be satisfied by the superficial gathering of the knowledge given by others.

#### **Level Two: 致知**

One needs to seek for the Truth, through raising questions carefully, think with a calm tranquil mind, and gain the ability to distinguish good from bad, right from wrong, Truth from Falsehood.

#### **Level Three: 诚意**



One's mind and heart will be inspired and nurtured by the Truth gained through studies and validation of real experience in lives and become genuinely determined to be a seeker of Truth in life.

#### **Level Four: 正心**

On the journey of becoming of a Leader and a true scholar, one gains the strength and brave heart to face all adversities and challenges in life with a righteous mind and unshakable faith to Truth.

#### **Level Five: 修身**

The student matures the opportunity to embark on the path of spiritual upgrading through the art of cultivation of mind-body-spirit; learning is no longer gathering information but gaining of higher vision through the expansion of the capacity of brain: going beyond ordinary human level and reaching spiritual perfection as an individual.

#### **Level Six: 齐家**

When one can take full responsibility for himself as a Whole Person, he will elevate further in his worldly training ground of character improvement by being a member of the basic cell unit of human society: family and to practice all the gained knowledge and skills in harmonizing the family.

#### **Level Seven: 治国**

When one gain the spiritual wisdom and power to harmonize the family, he will then elevate further in his knowledge and wisdom in governing the Nation.

#### **Level Eight: 平天下**

When one gains the mighty virtue and wisdom to govern a nation, he will elevate further to bring peace and prosperity to the whole world.

Thus, the WECCS student Performance Standards will go beyond the standards set by the State standards, which are limited to the Level One Performance and Learning. Master Teachers will follow the above described levels of performance to formulate their own unique performance standards tailored into the education subject at each level. At each level, WECCS students will be evaluated from seven different aspects of their performances of learning:

**律 Self Discipline**

**言 Speech and Communication**

**视 Reading and Observation**

听 **Listening**

思 **Comprehension**

行 **Practice**

教 **Leadership**

### **School Level Performance Assessments:**

The performance of students, both skill and content assessment will be carried out by each Master Teacher at the end of every day. It can be the standard quiz format, examination format, or one-on-one Question and Answer Format, or in project-product format. Each aspect will be scored at a scale of 1-100, with 20-40 as Level E, 40-60 as Level D, 60-80 as Level C, 80-90 as Level B and 90-100 as Level A. At the end of each education domain, which refers to the completion of a specific education topic, a comprehensive assessment will be carried out by the Master Teacher and cored for both content and skill mastering levels, as well as moral practice level during the education period, which is Excellent (A), Fine (B), Good (C) and Fail (D). A Final Assessment will be given at the end of each semester, with thesis defense for graduation.

### **State Level Performance Assessments:**

All students will participate in state level tests as required for each grade in Washington State.

### **Final Assessments:**

The final school year grade for each subject of studies will be determined by each Master Teacher based upon the incorporation of all assessment results of the state level assessments and school level assessments.

### **Grade Promotion and Graduation Criteria:**

Students must have a minimum score of C in all subjects of studies as well as a minimum moral score of Good to be promoted to the next grade and pass the thesis defense for graduation.

Students at risk of academic failure will be helped timely through one-on-one meeting with Master Teachers, assistant Teachers and parents. Master Teacher will take full responsibilities for each student and find solutions to assure each student's academic success and well beings of mind-body-spirit.

**Section 4: Attachment 5:** The Whole Elephant Chinese Charter School Learning Standards for Grade Promotion and Graduation

## Section 5: High School Graduation Requirements

The Whole Elephant Chinese Charter School will have 95-100 high school graduates in School Year 2022-2023. These students will meet and exceed the Washington State High School Graduation Standards as established by the Washington State Board of Education (SBE).

According to such a standard, a high school graduate from the Whole Elephant Chinese Charter School must meet the following requirements:

### 1. Earn high school credit in following subjects:

English	4
Mathematics	3
Science	3
Social Studies**	3
Arts	2
Health and Fitness	2
Career and Technical Education	1
Electives	4
World Language or Personalized Pathway Requirement	2
<b>Total Required Credits</b>	<b>24</b> <i>(Up to 2 credits can be waived locally based on a student's unusual circumstances.)</i>

According to the designed WECCS curriculum, the students will have 4 credits for English, 4 credits in Mathematics, 4 credits in modern science, 4 credits in ancient Chinese Science, 4 credits in Social Studies, 4 credits in Arts, 4 credits in Health and Fitness, 4 credits in Career and Technical education (at WECCS, the subject is Law, Media and Entrepreneurship), 4 credits in Electives (Chinese History, Chinese Physical Training), 4 credits in World Language (Chinese Language), thus with a total credit of 40 credits for the standard WECCS graduates.

### 2. Pass state tests or approved alternatives to those tests:

The Whole Elephant Chinese Charter School high school students will take school level tests as well as all required state tests as listed below:

- [Smarter Balanced](#): English language arts (ELA) and math tests

- **High School Proficiency Exams (HSPE)**: Reading and writing tests for students through the Class of 2016
- **End-of-Course (EOC) exams**: Math and biology tests taken as students finish algebra 1/integrated math 1, geometry/integrated math 2, and biology.

Graduation from WECCS High School requires a student to have a minimum Grade of C (score 60 or above) for all subjects of studies offered (WECCS Curriculum I-X), a moral score of Good from all Master Teachers, pass the High School Thesis Defense for each of the Ten Subjects of WECCS curriculum, and a passing grade in all required state level tests for high school graduation.

### **3. Complete a High School and Beyond Plan:**

Following the requirement of Washington State, the Whole Elephant Chinese Charter School will integrate the requirement of the “The High School and Beyond Plan”, which is a collection of written or digital documents designed to help students think about their future and choose coursework that prepares them for their goals after high school, into the education plan of each Master Teachers for each of the education subjects. The Master Teacher will pay attention to the following basic elements of the plan:

- Identification of career and life goals through a career interest inventory.
- Identification of educational goals in a personalized pathway in support of career interest.
- A four-year course plan for high school aligned with postsecondary plans.
- Identification of assessments needed to earn a diploma and achieve postsecondary goals

Besides meeting all these basic requirements of the Washington State for high school graduation, the Master Teachers will work on unique higher standards for the WECCS high school students in the five years of education practices on this new education platform, to fulfill the mission of the Whole Elephant Chinese School in bringing up a new generation of world leaders in all fields.

## Section 6: School Calendar and Schedule

### The Whole Elephant Chinese Charter School Schedule Illustration Table:

A. The table below illustrates the unique configuration of WECCS School Instruction for the Elementary School Division with indicated time allocation for each day and each week.

Day	Monday		Tuesday		Wednesday		Thursday		Friday			
Subject	English	Chinese	Mathematics		Social Studies		Science		Humanity Arts		LME	PE
Curr	I	II	III		IV	V	VI	VII	IX		X	VIII
W/E			English	Chinese	Global	Chinese	Modern	Ancient	Art	艺术	商	养生
Time	a.m.	p.m.	a.m.	p.m.	a.m.	p.m.	a.m.	p.m.	a.m.	p.m.	p.m.	a.m.
	Red	Orange	Yellow		Green	Indigo	Blue	Purple	Pink	Brown	Black	DP
K	1	7	13		19	25	31	37	43	49	55	61
1	2	8	14		20	26	32	38	44	50	56	62
2	3	9	15		21	27	33	39	45	51	57	63
3	4	10	16		22	28	34	40	46	52	58	64
4	5	11	17		23	29	35	41	47	53	59	65
5	6	12	18		24	30	36	42	48	54	60	66
MT	One	Two	Three		Four	Five	Six	Seven	Eight	Nine	Ten	Eleven

Each subject of study will be led by one Master Teacher (MT) who leads a team of six Master Assistant Grade Teachers (MAGTs) from Grade K to Grade 5 for Elementary Division of the Whole Elephant Chinese Charter School. Eleven subject-specific education teams (coded with distinct colors of red for English, orange for Chinese, yellow for Mathematics, green for Global History, indigo for Chinese History, blue for Modern Science, purple for Ancient Chinese Science, pink for American Arts, brown for Chinese Arts, black for the electives of Law/Media/Entrepreneurship, Deep Purple for Health/Fitness or Physical Training). WECCS middle school and high school division will operate in the same fashion with details not presented here.

**Details please find in Attachment 6.**

**Section 6: Attachment 6 School Calendar and Daily/Weekly School Instruction Schedule**

## Section 7: School Culture

### The Whole Elephant Culture

Education, in Chinese, contains two Chinese Charters: 教 Jiao, which means to teach; 育 Yu, which means to nurture and to cultivate. The Chinese Charter of Teach 教 contains the inner content of awakening. Human being is a form of life phenomena at a low dimension of the Universe, and the existence of such a life phenomena has a great significance. Being a human is not for being satisfied with the human state, which is a transient state of stability to allow the higher form of life existence, called the spirit, or main consciousness, which is buried inside of the human molecular body, to exist at this low dimension of the universe to go through a journey designed to allow the spirit to be ultimately awakened to the Truth of the universe. The awakening process is ruled by cosmic law, which is known by great teachers from the East (Three Supreme Emperors and Five Great Lords, the Sage of Daoism: Lao Zi, the Sage of Buddhism: Sakyamuni, the Sage of Confucianism, Confucius) and from the West (Socrates, Plato, Aristotle, Jesus Christ, Saint Mary). They are the fountain heads of human wisdoms and all important knowledge meant for education. However, as the progression of human society reaches from the ancient time to the current phase of human civilization, human beings, like the Universe, are facing major crisis due to the gradual degeneration of the entire system of the cosmic existence. Human civilization, on the surface, seems to have reached to an advanced level, but the adverse consequences of such development also have reached to a critical point of major devastation. This is because human being, as an integral component of the universe, just like a normal cell being an integral component of the healthy human body, when act out of selfishness and greed with an intent to outsmart the nature and to conquer the nature for its own benefit, turns immediately into a malignant entity for self-destruction, just like when a normal cell became cancerous to kill the human body thus heading for its own demise. Humanity has reached to a critical point of choice: to continue to be motivated by the unquenchable ever-enlarging GREED for knowing the Law of Nature, manipulating the Law to outsmart Nature in order to control Nature for its own enjoyment and even the so-called immortality, but in fact heading to complete self-destruction, Or, to awaken to the Truth of the Law of Nature and actively assimilate to the Law of Nature, to become One with the Law, thus truly fulfilling the goal of being a human being: the ultimate transcending of humanness to be Divine.

At such a critical juncture of humanity, education plays the role of Cure of human society from the Cancerous Malignancy State which sadly is being augmented by the ongoing atheistic and pseudoscientific education philosophy dominating the entire American public school system. Most of the public schools and even most of the public charter schools are still promoting an education philosophy based upon atheism, the so-called Darwin's Evolution theory, and the empirical modern science and technology, stripping human morality, human spirituality, and true

science of human mind-body-spirit, space-time, and the cosmic law. It is now recognized by investigation of modern neuroscience that the majority of human brain in fact is locked. Human cognition of the world is limited as a safeguarding mechanism by nature to prevent human actions of self-destruction and destruction of the universe. If human being is to know a larger Truth of the world, there is a Way, which is taught by the great teachers of both East and West. For humanity to survive the crisis caused by its Blindness rooted in human selfishness and greed, it is time to employ a totally new set of education philosophy and introduce a new set of school culture, which we defined it as the Whole Elephant Culture.

## **The Whole Elephant Education Philosophy**

The Universe has a Character, called 真 True 善 Good 忍 Endure, which is revealed by the great teaching of the ancient cultivation way, Falun Dafa, and validated by over 100 million Falun Dafa practitioners all over the world since May 13, 1992 ([www.falundafa.org](http://www.falundafa.org)) ;

Human being is part of the Universe, thus needs to align with the Character of the Universe to enjoy Health and Happiness;

### **性 (Human Nature)**

Every Human being's Main Consciousness (or Main Spirit) knows the Character of the Universe, thus human nature is fundamentally Kind (性本善); however, due to the condition of the physical human body, human being's physical senses are immersed in the molecular world, a low dimension of the universe, and thus can only perceive superficial truth of the universe at the human realm: *the Blind Men Syndrome*. Such a human condition makes humanity lost in delusion and driven by human desires to act against the Character of the Universe and leading to human sufferings.

### **道 (Dao of human life)**

Each human being has a unique life path optimized for physical and spiritual maturation in the human world; such a path is for each individual to be cleansed from the pollution through human life experience and be awakened to the Truth of the Universe and find the Path to become ONE with the Universe: *返本归真 (A Path of Returning to the Original True Nature)*.

### **教 (Way of Education)**

Those who are awakened to the Truth of the Universe are responsible for helping those who are seeking to find the path to the truth. Throughout the human history, great teachers such as those



from the East: Lao Zi, Confucius, Meng Zi and Buddha Sakyamuni, and those from the West, such as Socrates, Plato, Aristotle and Jesus Christ, delivered the essence of education contents for the human spirit to find true health and happiness. The splendid culture from both the East and the West contain the knowledge and wisdom for human beings to find a way of exit from human sufferings. The mission of education is to help each child to be awakened to the Truth of the Universe and find the Path of Return.

## **The Whole Elephant Chinese Charter School Motto:**

**To Awake the Master Within Each Child Through Applying the Law of Education:**

*格物 To observe all things in the world through rationality: Scientific Method*

*致知 To reach the peak of intellectual Understandings: Frontier Discoveries*

*诚意 To develop a genuine passion for Truth*

*正心 To nurture a righteous mind for Good*

*修身 To take up a True Way of cultivation of Mind-Body*

*齐家 To gain the wisdom and power to harmonize the family: cell of society*

*治国 To achieve the honor and trust for governing the nation*

*平天下 To bring Peace and Prosperity to the World*

## **The Story of the Whole Elephant**

The innovation of the education approach is based upon the unique life journey of Dr. Lotus King Weiss, who was born in the Communist China at the start of the horrific historic age of the “Great Cultural Revolution” which practically wiped out all traditional Chinese culture in China, who pained at the loss of her beloved grandmother due to Cancer, and claimed spiritual war against this “demon”, then grew up to become a medical student at one of the top Medical School in China and bravely left China at the age of 21 to attend graduate school in the field of the frontier life science, and then rapidly rose as a star scientist at Harvard Medical School, Massachusetts General Hospital to delve into the molecular mechanism of Cancer in search for a cure; her journey into the molecular realm of human body soon turn into a spiritual encountering of an ancient cultivation practice called Falun Dafa ([WWW.FALUNDAFA.ORG](http://WWW.FALUNDAFA.ORG)). From then on, she realized that the mysteries of the human body cannot be understood by the approach of current existing modern science, which has departed from the Law of the Cosmo, and are driven

by technological competition rooted in human selfishness and human greed, thus leading to not the cure, but the very development of a social cancer that is threatening the fundamental health and well being of the entire mankind. When her new insights led her to explore the molecular manifestation associated with the practice of this ancient cultivation practice, the Chinese Communist Party targeted her for persecution. Like the over 100 million practitioners of Falun Dafa in China, she upheld the principles of Truthfulness, Compassion, Tolerance of Falun Dafa and turned crisis into great opportunities in face of persecution. With the loving kindness of a mother, the rationality of a molecular biologist, the wisdom and compassion rising from the profound cultivation way of Falun Dafa, Dr. Lotus King Weiss immersed herself in Flushing, Queens County in New York, a community with immigrant children from all over the world, visited their home daily, and even lived with the children as their Mom Teacher, to understand the deep concerns and wonderful dreams in their hearts. By carefully integrating all what she has learned from her beloved immigrant children from all over the world, the idea of the Whole Elephant Chinese Charter Schools was born. She has since been practicing these education methods and gradually building her education team. The Whole Elephant approach shall overcome the current existing shortcomings in most, if not all public schools: outdated contents of textbooks in all main fields of sciences and history; the lack of individualized guidance and teaching to maximize the power of the young learners, especially young children from immigrants' family facing major challenges in a new culture and language; not recognizing the immense power of the five thousand years of traditional Chinese culture in elementary school education; not recognizing the critical importance in moral education, wisdom education and disciple education; the loss of the art of education in the format of Master-Disciple relationship. The Motto is the Whole Elephant Chinese Charter School is: *to awake the Master within each Child*; the operational principle is: *Trust-Love-Respect*.

## **Section 8: Supplemental Programming**

### **The Whole Elephant Chinese Charter School Supplemental Programs**

The Master Teachers of the Eleven Specific Education Subjects (English, Chinese, Mathematics, Global History, Chinese History, Modern Science, Ancient Chinese Science, American Arts, Chinese Traditional Arts, Law/Media/Entrepreneurship and Health/Fitness) will design summer programs to help the students to deepen their knowledge and experience in these subjects. For example, for the Chinese Language Curriculum, the Master Teacher can organize Chinese Language and Culture Summer Camp; for Modern Science Master Teacher, a summer camp for students to gain hands on experience in frontier life science research laboratories as Interns can be designed together with the scientists on the advisory board, which contains many scientists with a passion to teach students in their laboratories. For Chinese History Master Teachers, a summer camp involving taking a journey all the way to China to visit the hometowns of Confucius, Lao Zi and King Wen, shall greatly deepen the impression and expand experience and knowledge of the students of Chinese history. The length of the summer programs usually covers six to eight weeks.

Additional supplementary programs include the various clubs of Chinese music instruments, Chinese Chess, Chinese Calligraphy, Chinese Painting, Chinese Classical Dance, Chinese Martial Arts, Chinese Poetry; Chinese Arts and Crafts, Chinese food, Chinese Traditional Medicine, or seminars in different topics of the most frontier life science field, or the platform of an education laboratory that allows the students to work on life science projects. One of such a platform which has been in preparation by the founding board of the Whole Elephant Chinese Charter School team is called the Shen Nong Education Laboratory. It is intended to operate through grant on the studies of Chinese medicinal herbs including a cannabis plant genetically distinct from other cannabis plants but exhibits great healing power. When the Shen Nong Laboratory is fully established, it will be broadly delivered to the students in the Whole Elephant Chinese Charter Schools. The facilities and operation costs of the various clubs and the above mentioned extra- or co-curricular activities will be founded through fund-raising, grants from private foundation or from government education resource, or interested Chinese investors.

All the above mentioned programs aim to address the current existing mental, emotional challenges of the students and enhance their social development and health. Through delivering the best from East and West, from ancient to Modern, from Mind to Body, the Whole Elephant Chinese Charter School supplementary school program complements the classroom academic instructional education to make the student become culturally responsive and gain practical skills to better serve the people and the world.

The Supplementary Programs above mentioned of the Whole Elephant Chinese Charter School will be apprised to the student parents during the community outreach phase before the enrollment of the students so that they are viewed as an integral part of the education programs of the Whole Elephant Chinese Charter School. Participation as volunteers of students' parents, guardians or grandparents is greatly encouraged.

## Section 9: Special Populations and At-Risk Students

### A. The Whole Elephant Chinese Charter School will offer Individualized Education Program (IEPs) for special populations of individuals with disabilities.

According to the [Individuals with Disabilities Education Improvement Act of 2004 \(IDEA\)](#), the Whole Elephant Chinese Charter School is required develop an Individualized Education Program (IEP) for every student with a disability who is found to meet the federal and state requirements for [special education](#).

The Whole Elephant Chinese Charter School will establish a team called the Compassion Team, which will be responsible for the design, implementation and follow up/reporting aspects of the special education programs tailed into helping students with disabilities. The team will be led by Dr. Lotus King Weiss, who has had over ten years of experience of working with students in Flushing community with various forms of physical and learning disabilities. The Compassion Team will consists of parents, grandparents, student guardians, Chinese Medical Professionals, Western Medical Professionals, Special Education Experts, Social Workers, Mind-Body practitioners and Healing Artists. The team will first determine whether the child qualifies for special education services, by evaluating whether the child's disability have an adverse effect on the child's educational progress. A full evaluation of the child in all areas of suspected disability will be carried out. Following the evaluation, the team will meet with the parents or student guardian to review the results to determine whether special education services are needed. Once it is agreed by the team to apply special education to the evaluated student, the team will convene an IEP team and develop an appropriate educational plan for the child and implemented the IEP as soon as possible, following the specific timelines of the Washington State.

The IDEA outlined the following conditions for students to receive free appropriate education under special education law:

1. [Autism](#)
2. [Deaf-blindness](#)
3. [Deafness](#)
4. [Developmental](#) delay (for children aged 3–9, varies by state)
5. [Emotional and behavioral disorders](#)
6. [Hearing](#) impairment
7. [Intellectual](#) disability (formerly referred to as mental retardation)
8. [Multiple](#) disabilities
9. *Orthopedic impairment*
10. *Other health impairment*
11. *Specific learning disability*
12. *Speech or language impairment*
13. [Traumatic](#) brain injury

#### 14. *Visual impairment, including blindness*

The Compassion Team will initiate evaluations for special education service eligibility, but a final determination will be made through expert medical diagnosis by physicians for Attention deficit hyperactive disorder (ADHD), autism spectrum disorder (ASD), and physical and developmental delays.

For each child with disability, an IEP team will be formed. The IEP team includes the student, the student's parent(s) or legal guardian(s), the student's case manager, one MAGS Teacher who will deliver general classroom instruction together with other non-disable students and Dr. Lotus King Weiss as the representative of WECCS with knowledgeable about the availability of school resources and a school psychologist. Experts with special expertise regarding the child will also be included in the team.

When developing an IEP, the Compassion team will consider student's mental, emotional, and physical needs as well as the concerns and requests of the parents or student guardians and carefully incorporated into the student's education. In addition, the results of the initial or most recent evaluation of the child (including private evaluations conducted by the parents), and the academic, developmental, and functional needs of the child will be fully considered. The team will identify any potential education deficit and create corresponding annual goals and objectives to improve the deficit areas. In the case of a child whose behavior impedes the student's learning or that of other children, the Compassion team will meet to design strategies and apply compassion and wisdom as well as proven practices to address such learning obstacles.

The IEP team will consider the communication needs of the child. For a child who is blind or visually impaired, the IEP will provide for instruction in Braille and the use of Braille unless an evaluation of the child's reading and writing skills indicate that such a method of instruction is not appropriate for the child. If a child is deaf or have English language deficiency, the team will find methods for the child to overcome such an obstacle for effective communication.

The IEP of the Whole Elephant Chinese Charter School will meet Washington State Regulations. The following aspects as required for IEP will be included (the following are information reported here ([https://en.wikipedia.org/wiki/Individualized\\_Education\\_Program](https://en.wikipedia.org/wiki/Individualized_Education_Program) )

- *The student's present levels of academic and functional performance*
- *Measurable annual goals, including academic and functional goals*
- *How the student's progress toward meeting annual goals is to be measured and reported to the parents*
- *Special-education and related services, as well as supplementary aids to be provided to the student*
- *Schedule of services to be provided, including when the services are to begin, the frequency, duration and location for the provision of services*
- *Program modifications or supports provided to school personnel on behalf of the child*
- *Least Restrictive Environment data which includes calculations of the amount of time to be spent each day by the student in general-education settings as opposed to the amount of time to be spent in special-education settings*
- *Explanation of any time the child will not participate along with non-disabled children*

- *Accommodations to be provided during state and district assessments that are necessary to the measuring the student's academic and functional performance*
- *The student should attend when appropriate. If the student is over fourteen, he or she should be invited to be a part of the IEP team.*
- *Additionally, when the student is sixteen years of age, a statement of post-secondary goals and a plan for providing what the student needs to make a successful transition is required. This transition plan can be created at an earlier age if desired, but must be in place by the age of sixteen.*

*An IEP must also include other pertinent information found necessary by the team, such as a health plan or a behavior plan for some students.*

After the IEP is developed to fit the needs of the disabled student, the IEP team will find the best environment for its implementation. The Whole Elephant Chinese Charter School will follow the IDEA requirement to educate children with disabilities with their non-disabled peers to the maximum extent appropriate. A disabled child will not be placed in separate special classes unless the nature of the disability is too severe for regular classroom instructions even after using all possible supplementary aids and services.

The Whole Elephant Chinese Charter School will have Special Education teachers to address the needs of the students with disabilities. The special education teacher will adjust the WECCS Curriculum to the learning needs of the disabled student to maximize the time for such a student to stay with the peers for education.

## **B. The Whole Elephant Chinese Charter School will implement Holistic Healing Programs for special populations of students**

The Whole Elephant Chinese Charter School Education Team will receive professional trainings to be empowered to help the special populations of students with learning disability, Chinese immigrant students of English Language Learners (ELLs), students at risk of academic failure or dropout. The following holistic healing programs will be delivered to WECCS education teams, administration team, business team and leadership teams, and also open to all interested parents and student guardians, before they are fully implemented for being delivered to special populations of students who are facing challenges physically, emotionally, mentally and spiritually.

### **Falun Dafa Cultivation Practice**

A workshop will be offered to the candidate Master Teachers in learning all key aspects of Falun Dafa cultivation practice and also learn the five sets of slow motion exercises and meditation practice; since the key of Falun Dafa is the profound teachings embodied in one book, Zhuan Falun (see [WWW.FALUNDAFA.ORG](http://WWW.FALUNDAFA.ORG)), space and atmosphere will be provided for the Master Teachers to study with veteran Falun Dafa practitioners in order to help them understand the various aspects of the teachings.

## **Chinese Language Programs**

Chinese language is believed to be originated from the high spiritual realm for the purpose of spreading the divine culture of China. The language is a golden key for the gate of five thousands of years of Chinese civilization. Each Chinese character is an image and contains profound inner contents. The writing of Chinese character with black ink brush is an art on its own and the practice of Chinese Calligraphy is a wonderful start for young children for building endurance and training of mental focus. A series of workshops will be carried out focusing the art of teaching Chinese Language.

## **Chinese Ancient Wisdom Programs**

The over arching philosophy for a person to achieve holistic fitness and health, according to the ancient Chinese wisdom, is to first cultivate one's mind and body. A series of workshops will be provided to offer a comprehensive introduction of different schools of cultivation practices from Chinese history, including Buddhism, Daoism and Confucianism.

## **Stress Reduction Programs**

Workshops will also be organized to teach

### **Mind fitness program**

Programs to teach five types of music instruments that target the health of five vital organs of the human body;

*Programs to teach Chinese chess as a way of mind disciplinary training;*

*Programs for Chinese calligraphy;*

*Programs to teach the art of Chinese traditional paintings*

### **Body fitness program**

*Martial arts;*

*Chinese dance;*

*Chinese Culinary Art;*

*Chinese Traditional Medicine;*

*Ancient Chinese life science on human body*

### **Spirit fitness program**

In this program, the essence of three main schools of ancient spiritual teachings will be offered to interested clients to help them achieve holistic fitness.

## **Confucianism**

The essence of Confucianism relevant to holistic fitness will be offered in the program:

*Cultivate the body and mind*

*Harmonize the family*

*Bring peace and prosperity to the world*

## **Buddhism**

The essence of Buddhism teaching relevant to holistic fitness will be offered in the program:

*Kindness will be rewarded and evil will be punished*

*Six-folded reincarnation*

*Value the virtue and do good needs*

## **Daoism**

The essence of Daoism relevant to holistic fitness will be offered in the program:

*Man shall be one with nature*

*Cultivate truthfulness and nurture one's true nature*

*To return to one's true self*

*Human is ruled by the law on the earth*

*Earth is ruled by the law of heaven*

*Heaven is ruled by the Dao*

*Dao is ruled by Nature*

The above programs will provide the nutrients for the mind and spirit of the students who are suffering from disabilities and facing physical, emotional, mental and spiritual challenges and will manifest amazing power in helping the students to reach a new level of balance necessary for them to succeed in the academic learning programs of the Whole Elephant Chinese Charter School.



## **Section 10: Student Recruitment and Enrollment**

### **Recruitment Specifics:**

With the support of local community-based non-profit organizations, local social groups, media groups, and small business groups, as well as a team of international scholars and associated higher education institutions, the recruitment process of the Whole Elephant Chinese Charter School will be an integral part of the establishment of a successful education system for the long term plan of the Charter School. Specially, we will do the following work for recruitment:

#### **1. Media (Newspaper, Television, Radio, Social Media Platforms)**

Through local newspapers, television and radio stations, as well as social media networks such as *Facebook*, *Twitters*, *Youtube*, and *WeChat* (the most popular Chinese social media platform which has been used to reach out to over 30,000 people daily at the Whole Elephant Institute), we will introduce the entire concept of the Whole Elephant Chinese Charter School to the Seattle Community.

#### **2. Moms Conference**

The future success of the WECCS will be dependent upon the understanding and support of the Mothers, since they are the most important educators in the lives of young children between 5 to 11 years old. Through the process of establishing the Whole Elephant Chinese Charter School in Seattle, we hope to help Chinese immigrant mothers in Seattle to also become fluent in English language and American culture so that they can “grow up” together with their children to enter the mean stream American Society to contribute to a better future of this country. We also hope that local Seattle Moms who have been longing for helping their children to learn Chinese language and culture will be delighted surprised by how comprehensive the Whole Elephant Chinese Charter School education programs are in delivering such knowledge they are awaiting for. When mothers understand what the Whole Elephant Chinese Charter School is like and become an integral part of the education team, their children will feel the Charter School like their homes.

#### **3. Community Special Interest Group Conference**

With the words spread on media and into families by informed mothers, conferences for parents and children who are interested in the concept of WECCS will be organized, with the presence of media reporting, to display the education concepts and specific designs

#### **4. Scholar Seminars and Education Conference**

To display to the community the key feature of the WECCS: high profile scholars involvement, the recruitment efforts will include seminar series by the international scholar team of the Whole Elephant Institute; media shall be present to report the contents of these seminar series in the area of American Culture, Chinese Traditional Culture, Modern Life Science, Modern Physics, East and West Spirituality; the Wonders of Chinese Character; Chinese Medicine; Martial Arts. Only when the community sees the

high quality education team and understands the key values of the innovation of the Whole Elephant Chinese Charter School education concepts, the parents will choose to send their children to our school. In addition, the Whole Elephant Chinese Charter School team will bring together teachers from China and from American public schools and public Charter Schools to together discuss the best education practices to further reach out to the local community.

#### **5. Reaching out to at-risk students**

The WECCS start up team members are all very concerned for the at-risk student populations in Seattle, especially those who are dropping out from schools due to poverty, drugs and language and cultural barriers, as well as emotional traumatic experiences. Special efforts will be made to reach out to this population of children.

#### **Section 10: Attachment 7 WECCS Recruitment and Enrollment**

## **Section 11: Student Discipline Policy and Plan**

According to the education philosophy of the Whole Elephant Chinese Charter School, every child has a Master within them, and the goal of the education of the Whole Elephant approach is to awaken every child. The Master Teachers of WECCS are able to do so with their daily education practice on the students, through immersing the students in the essence of the best cultural heritage from the ancient to modern time, from the East to the West, from the Material World to the Spiritual World, thus are able to help with every child entering the school and retain every student. Being admitted into the WECCS is being admitted into the big family of WECCS for life and the bond with the Master Teachers are also for life. Under the education motto of Trust-Love-Respect, WECCS will nurture every child until they are awakened. To those who are facing academic failure, who are English Language Learners, who suffer from poverty, or who suffer from all forms of emotional, mental, physical and spiritual challenges, have severe behavioral issues and need additional help, we will treat them case to case, with Holistic Healers to help them overcome these challenges. Like those students who suffer from disabilities, we will offer Individualized Education Program for these challenged students. Thus there is no student discipline policy or plan from the school, but can be developed by individual Master Educators who will practice such policy or plan following the rules and regulations of the Washington State and form with the mission of the Whole Elephant Chinese Charter School.

**Section 11: Attachment 8 N/A as indicated above.**

## **Section 12: Family and Community Involvement**

The Whole Elephant Chinese Charter School team has had four years of daily experience in Flushing, New York, to reach out to all ethnic groups in all five boroughs of New York, for seeking feed backs from local non-profit organizations, community leaders, educators, parents and students, and have been incorporating all feed backs into the education design and philosophy of the proposed Whole Elephant Chinese Charter School. For evaluation of the potential of our team in carrying out all required work in this category, please read the attached file of the complete application of the Whole Elephant Chinese Charter School in New York

### **(Appendix IV. Past Experience of the Whole Elephant Chinese Charter School Team in Reaching out to Family and Community).**

We anticipate the enrollment of many new Chinese Immigrant Children into our school. Thus, in the past two years we have established an effective social media platform on WeChat, which is broadly used by Chinese immigrants and natives Chinese inside of Mainland China. On this platform, Dr. Lotus King Weiss delivered nine months of bilingual daily lectures, with an average of two hours of online voice instructions, followed by video recordings and posted onto the Whole Elephant Institute Chinese Charter School website ([www.confuciuscharters.org](http://www.confuciuscharters.org)), facebook, LindedIn, and a Chinese website developed by a new team member inside of China. The lectures were warmly accepted by many online students and have been proven to be a most effective way to reach out the potential parents and students in the Chinese Community. Thus such an approach will be used for reaching out broadly to the Chinese immigrant community as well as all other ethnic groups in Seattle. We will carry out similar formats of community outreaches in Seattle in the coming months to let the community get ready for the opening of the first Chinese Charter School in Washington State.

In terms of the involvement of family and community in the school education programs, please refer to the education design potion of this proposal.

### **Section 12: Attachment 9 Evidence of Community Support and Engagement**

## Section 13: Educational Program Capacity

### **Dr. Lotus King Weiss: Lead Applicant/Proposed Board Member (Appendix III).**

Dr. Lotus King Weiss initiated the Whole Elephant Chinese Charter School application in New York State at the Spring of 2012. After the full application was submitted in July 2012, within a week, there were seven main stream media group including the New York Post and the World Street Journal interviewed her after reading her proposal posted at the website of New York State Department of Education for one of the two New York Charter School authorizers, the NYS Charter School Office. The entire New York community of parents and students were excited about the idea of having the first public charter school in New York that will systematically teach the heritage of the splendid five thousands of years of Chinese traditional culture. However, as soon as the news reports about Dr. Lotus King Weiss' experience as a persecuted scholar by the Chinese Communist Government appeared in the media, her application was immediately took out from the accepted list of the applicants with the excuse of "the application was not complete". In the meantime, news controlled by the Chinese Communist Government inside of Mainland China started to defame Dr. Lotus King Weiss and the Whole Elephant Chinese Charter School proposed. In 2012, all applicants selected and listed together with Dr. Lotus King Weiss for the Round Two application that year were eventually approved for the opening of their charter schools. The interference from the Chinese Communist Party towards business or education projects carried out by Falun Dafa practitioners in America has been an ongoing phenomena since the year of 1999, when the former Chinese Communist Party Head Jiang Zemin placed himself above the Chinese Constitution to order nationwide crackdown on the peaceful practice of the Falun Dafa on July 20. The hate propaganda towards Falun Dafa was the cause of the painful trials experienced by the entire family of Dr. Lotus King Weiss, especially by her beloved son, Mr. Noah Wang Genatossio, who is now a Senior University Student at the University of Washington majoring in political science and economy. It took Dr. Lotus King Weiss over a decade to finally dispersed most of the hate propaganda from the mind of her family members in order to harmonize the family. All current efforts in establishing the Whole Elephant Chinese Charter School in Seattle are strongly supported by everyone of her family: Ms. Yueqin Bao, Mr. Yufeng Wang, Mr. Jianxin Bao, Mr. Alan Genatossio, and Mr. Noah Wang Genatossio, Mr. Brian Scott Weiss and Ms. Lotus Blossom Weiss. Her experience in the past twelve years allowed her to gain the wisdom, power and skills necessary to help many parents and children who are currently confronting these trials that she encountered as a target of persecution by the Chinese Communist Party, to avoid sufferings and tragedies from ever happening again. It is her strong belief that China-America relationship is a key issue for the future of Washington State and the future of America as a nation. In every household of America, "Made-in-China" cheap goods created by slave labors and prisoners of conscience inside of China can be found in every aspect of American people' s life. Washington State has ever-increasing business interactions with Communist China, and under the banner of education and cultural exchange, all forms of communist infiltration has entered Washington State in all social, cultural and economical areas. The notorious "Confucius Institute" which is a format for the Chinese Communist Party to carry out Communist Cultural Infiltration is now established in the University of Washington Campus. Many Chinese Education or Cultural or Business Associations, Chinese Immunity Groups, Chinese Student Associations in Universities or Colleges, or Chinese language media groups currently in Washington State are directly associated with the Chinese Communist Party-

controlled entities inside of the mainland of China. In Dr. Lotus King Weiss' experience, even the former Governor of the Washington State, Mr. Gary Locke, was sadly poisoned and controlled by the Chinese Communist Party and CCP controlled Chinese Government to act as accomplice of its persecution in Washington State (<http://www.thewholeelephant.info/Save-Sentient-Beings.html>). Such atrocity needs to be completely stopped. Thanks to the brave hearts and painstaking efforts of the compassionate Falun Dafa practitioners in Washington State and the entire community of Falun Dafa practitioners' grass root format of near seventeen years of public education to inform the general public of Washington State, many people are now starting to understand to differentiate China and Chinese people from the Communist Government of China, and to be immune to hate propaganda from the Chinese Communist Party. After the cleansing of the CCP elements from the land of Washington State, people will be able to truly appreciate the wonderful heritage from the five thousands of years of Chinese culture, which contains nutrients for the health of mind-body-spirit of all people. The successful establishment of the Whole Elephant Chinese Charter School in Washington State is urgently demanded in order to help the people in Washington State to gain total immunity from the threatening poisonous elements from the Communist China, to be empowered by the essence of the Chinese Divine culture, and to be able to form critical healthy alliance with true China, true Chinese culture, and truly great Chinese people awakened and ready to help America to become Great Again. Dr. Lotus King Weiss has been building her team of education, administration, and management for the Whole Elephant Chinese Charter Schools in New York State since the year of 2012, and now are planning to initiate the team in Washington State to build the fist Whole Elephant Chinese Charter School in Settle, Washington. The work described in this proposal represents the first step towards such a goal. Dr. Lotus King Weiss has been working almost full time on this project in the past two weeks and will devote most of her efforts on the preparing of the school opening after the Charter is issued. She has already formed a team of over one hundred Chinese team members through WeChat to recruit candidate Chinese-English Bilingual teachers from among the best teachers inside of the mainland China. All of the proposed Master Teachers and Master Assist Grade Teachers (MAGTs) will be trained by the Whole Elephant Institute at the Teacher Training Site located in Oregon State starting in August this year. Similarly, all school leaders, administrators, supporting staff members and business management personnel will also be recruited by Dr. Lotus King Weiss through her current team operating in New York, Oregon State, California, Florida, Korea, Afghanistan, and China. Dr. Lotus King Weiss has enlisted a team of world leading experts in the area of frontier life sciences as the Advisory Board for the Whole Elephant Chinese Charter School in Seattle. They are either Dr. Lotus King Weiss' former mentors when she was a graduate student or former Colleagues or classmates or collaborators in science research also the local assistant of Falun Dafa practitioners in Seattle (see details in Cover Letter part of this proposal).

### **Section 13: Attachment 10 Head of School Resume**

### **Section 13: Attachment 11: School Leader Resume**

## CATEGORY 4: OPERATIONS PLAN AND CAPACITY

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### Section 14: Legal Status and Governing Documents

#### **The Whole Elephant Institute Inc. In Washington State Legal Status:**

The Whole Elephant Institute is a 501c3 non-profit organization established in July 2005, first registered in New York State. In 2016, the Whole Elephant Institute has been registered in Washington State to carry out fund raising activities. Thus, WEI-WA will operate as a Washington 501c3 non-profit corporation pursuant to Washington State Law. WEI will amend articles of incorporation to include the purposes of the WEI-WA as follows: A) to recruit, train and advise school leaders, administrators, and business managers of the Whole Elephant Chinese Charter School in Seattle and all future new Chinese Charter Schools in Washington State; B) to manage, operate, guide and support all upcoming Chinese Charter Schools in Washington State; C) to recruit and train all Master Teachers and Master Assist Grade Teachers for all upcoming Chinese Charter Schools in Washington State; D) to provide education resources to all upcoming Chinese Charter Schools; E) to become the future Washington State Chinese Charter School Authorizers. Accordingly, the Whole Elephant Chinese Charter School proposed will be operated and managed by the WEI-WA. WEI-WA will be governed pursuant to the corporate bylaws adopted by the Board of Directors of WEI-WA which will be consistent with the terms of this charter and all other applicable laws.

#### **The Whole Elephant Institute Inc. Governing Documents:**

In **Attachment 12**, please find the following documents:

*Articles of Incorporation;*

*Proof of nonprofit status and tax-exempt status*

*Completed and signed Statement of Assurances;*

*Bylaws*

The Whole Elephant Chinese Charter School shall operate independently from the Washington State Charter School Commission and Seattle Public Schools, with the exception of supervisory oversight as required by statute. The Commission shall not be liable for the debts and obligations of The Whole Elephant Institute of Washington State or the Whole Elephant Chinese Charter School of Seattle, or for claims arising from the performance of acts, errors, or omissions

by WEI-WA or WECCS, as long as the Commission has complied with all oversight responsibilities required by law.

**Section 14: Attachment 12** Legal Documents of the Whole Elephant Institute Inc.



## **Section 15: Organization Structure and Partnerships**

### **A. Organization Structure of the Whole Elephant Chinese Charter School**

The Whole Elephant Chinese Charter School Organization Structure is outlined in Attachment 13.

The Governance of the Charter School, at the surface level, will be following the standard practice as shown in all other Charter Schools, and also follow the proposed Charter School By-laws, as shown in the attachment 5b. However, we believe that the success of the governance is fully dependent upon the ability of the founder of the Charter School to help the entire team of players to “dream the same dream”, that is, to be totally inspired and motivated by the mission of the Charter School, and therefore will work like a molecule in a healthy cell to play his or her unique roles in the Charter School. It is the vision of the founder to build the first and the best Charter School in America and to pave a path of education that will lead all future Charter Schools to deliver true knowledge and train true scholars of the world. Such a glorious vision will not be accomplished through an artificial governing method, but will require the direction and enforcement from the higher realm. Like all Americans pray, “God Bless America”, the founder also here states that the true Governance of the Whole Elephant Chinese Charter School will be following that of the Creator, under whose guidance the entire team of the Whole Elephant Chinese Charter School will operate to accomplish the glorious mission bestowed by heaven.

### **B. Partnerships**

WEI-WA will form partnership with the Benaroya Research Institute and the University of Washington for carrying out the education programs of Modern Life Sciences in the WECCS of Seattle. Dr. Lotus King Weiss was a Principal Investigator of the Benaroya Research Institute and an Assistant Professor at the University of Washington, Department of Immunology. Dr. Roger Brent is a formal colleague at the Massachusetts General Hospital/Harvard Medical School and now is one of the key scientists in Fred Hutchinson Cancer Research Center. Among the team members of WECCS founding team, Mr. Alan Genatossio works at the Seattle Children’s Hospital, and Mr. Tan Truong works at the Antioch University; our advisory board consists of professors from many different universities and they operate large research laboratories in frontier life science fields. The G.O.A.T Laboratory in Washington State will also be a destination for our students’ field trip to have hands on experience of laboratory work in the field of Chinese Medicinal Herb analysis of chemical compounds. For Chinese Language and Culture learning, we will establish collaboration network with the three best known international Chinese Media Groups: the Epoch Times ([www.epochtimes.com](http://www.epochtimes.com)); the New Tang Dynasty Television ([www.ntdtv.com](http://www.ntdtv.com)) and the Sound of Hope Radio Station ([www.soundofhope.org](http://www.soundofhope.org)); For Chinese Divine Culture Textbooks, we will collaborate with the Pure Insight Net Group ([www.pureinsight.org](http://www.pureinsight.org)). Broad collaboration will be established with experts of Chinese Language and Culture in Mainland China.

**Section 15: Attachment 13 Organizational Structure and Governance Attachment 14 N/A**

## Section 16: Governing Board

Dr. Lotus King Weiss will serve as the founder of the Whole Elephant Institute Inc. of Washington State (WEI-WA) to recruit all key personnel of the proposed WECCS and train all Master Educators and Master Assistant Grade Teachers (MAGTs), holistic healers, parent-teacher coordinators, starting in August 2017. The Charter School will be staffed with the following administrative team: Principal, Vice Principal, Executive Secretary, Treasurer, Executive Director of Operation who will lead a term of Directors: Director of Transportation, Director for Food and Household, a Director for Dormitory Management, a Director for Health and Safety, a Director for Media, Advertisement and Community Outreach, a Director for Staff Straining and Recreation, a Director for Events and Workshop Management, a Director for Scholar Seminar Organization. The Board of Trustees of the Charter School will work closely with the Administrative Staffing team listed above to govern the Charter School; the Board of Trustees will be responsible for bringing both personnel and financial resources to the Charter School and do everything possible and necessary for accomplishing the proposed mission of the Charter School; the Administrative Staffing Team will be responsible for the successful and safe daily administrative operation of the Charter School; the teaching team of Master Educators and MAGTs will be focused upon the delivery of high-quality education to the students.

The Governance of the Charter School, at the surface level, will be following the standard practice as shown in all other Charter Schools, and also follow the proposed Charter School By-laws, as shown in the attachment 5b. However, we believe that the success of the governance is fully dependent upon the ability of the founder of the Charter School to help the entire team of players to “dream the same dream”, that is, to be totally inspired and motivated by the mission of the Charter School, and therefore will work like a molecule in a healthy cell to play his or her unique roles in the Charter School. It is the vision of the founder to build the first and the best Charter School in America and to pave a path of education that will lead all future Charter Schools to deliver true knowledge and train true scholars of the world. Such a glorious vision will not be accomplished through an artificial governing method, but will require the direction and enforcement from the higher realm. Like all Americans pray, “God Bless America”, the founder also here states that the true Governance of the Whole Elephant Chinese Charter School will be following that of the Creator, under whose guidance the entire team of the Whole Elephant Chinese Charter School will operate to accomplish the glorious mission bestowed by heaven.

After Dr. Lotus King Weiss carefully reviewed current existing governance model for operating Washington State Charter Schools, she recommended the WEI-WA to adopt the governance model. Thus, as an initial proposal for future governance of WEI-WA and WECCS:

Governance WEI-WA will be governed by a panel of Board of Directors (the “WEI-WA Board”). The WEI-WA Board will have strong local control over WECCS of Seattle and future

Chinese Charter Schools to be opened in Washington State. The WEI-WA Board members will be responsible to assure the successful operation of the Whole Elephant Chinese Charter School in Seattle in the coming years, by establishing and monitoring a long-term strategic plan and to effectively secure associated budget. The WEI-WA Board will work with the Whole Elephant Institute Inc. Board of Directors to identify and support the operation of the Chief Regional Officer of WEI-WA, and be responsible for mentoring, supporting, and evaluating the WEI-WA Regional Officer, whose main responsibility is to take leadership role in assuring the complete success of the mission of the WECCS in Seattle, that is, WECCS manifests operationally, financially and legally strength. The WECCS of Seattle will be the sole statutory member of WEI-WA to begin with. The Whole Elephant Institute Inc., a New York State registered 501c3 non-profit organization, is governed by a Board of Directors (“WEI Board”); the WEI Board will hold the WEI-WA Board accountable to fulfilling the mission in managing, operating and supporting the WECCS to accomplish the educational objectives, and to operate in a fiscally and legally sound manner through the right as a sole statutory member of WEI-WA, and through the oversight and accountability provisions to be put down in a Service and Licensing Agreement to be made between the WEI Board and the WEI-WA Board. The Service and Licensing Agreement will serve the role of delineating responsibilities, making both WEI and WEI-WA work together and support each other to fulfill common goals, such that the WEI-WA will be highly effective in focusing efforts on teaching while ensuring publicly accountability with all audits and compliance professionally completed. The WEI-WA Board will retain strong local control of WECCS of Seattle. The WEI-WA Board shall be governed in its operations and its actions by the WEI-WA by laws that shall be consistent with the charter and all other applicable laws. The WEI-WA Board will consist of at least three members and shall not exceed nine members. Each WEI-WA Board member will serve a three year term. Terms are staggered to ensure that at any given time no more than one third of the members have less than one year of experience on the WEI-WA Board, with the exception of the first WEI-WA Board. Board members are not subject to a limit on the number of terms they may serve. The WECCS parent involvement will be manifested through a Parent Organization (The WECCS Parent Organization), which will represent parent and community perspectives and interests, and ensure that the school is responsive to the differing cultural backgrounds and viewpoints of its community. The Advisory Board of the WECCS of Seattle will work under the WEI-WA Regional Board to provide advice and education resources of the education programs of WECCS of Seattle.

WEI-WA Board members currently consists of a team of high quality personnel with expertise in different fields. We are greatly delighted to have heard from many young talents from the Main Land China. As the Chinese Communist Party is facing its demise, more and more Chinese Scholars will have the opportunity to come to join our team and play key roles in the Leadership, Administration, Business and most importantly, Education team. To continually increase the capacity of the WEI-WA Board and identify potential new candidates to fill vacancies, the President of the WEI will appoint a Nominating Committee composed of WEI Board and WEI-

WA Board members. At present, Mr. Tianmin Zhang is appointed as the Chief of WEI-WA Regional Officer and will also act as the Chief of the Nominating Committee to work with the new team members he has recently recruited and work with local team members such as Mr. Tan Truong, Mr. Alan Genatossio, Mr. Noah Genatossio, Mr. Tom Brook, Mr. Mathew Gordon, Mr. Etienne Pierson, Mr. Dana Luce and Mr. Dani Luce to form the Nominating Committee to identify potential Board candidates, conduct due diligence, and propose qualified candidates to the WEI Board for appointment to the WEI-WA Board. WEI-WA Board members shall have experience in the following areas: education, school administration, school finance, corporate, accounting, human resources, legal, leadership, fundraising, marketing, media, management etc. Overall, new board members who understand and support the education mission of WECCS, and are self-motivated and devoted to the success of Chinese Charter School education programs and the future success of the school, and understand the key responsibilities of a high-functioning Board for WECCS.

The WEI-WA Board will meet 12 times per year; the WEI Board will participate in the WEI-WA Board Meetings via video conference. All meetings will be held in accordance with the Open Public Meetings Act of Washington.

The responsibilities of the WEI-WA Board include, but are not limited to, the following: Strategic planning for WEI-WA and WECCS of Seattle; uphold the mission of WECCS; oversee the implementation of the charter; approve and monitor the school budget, fiscal reports, and fiscal practices; approve contracts and expenses when required by purchasing policy; receive and review the yearly independent financial audit; approve and monitor the WECCS facility arrangements and plans; work with the WEI Board, jointly hire Chief Regional Officer for WEI-WA and approve hiring of the Executive Director; mentor, support and evaluate the Chief Regional Officer for WEI-WA; approve hiring of WECCS employees upon recommendation of the Executive Director and Chief Regional Officer; employee discipline and dismissal upon recommendation of the Chief Regional Officer; approve WEI-WA Board Policies.

The WEI-WA Board will take responsibilities to make sure that WECCS operation complies with all federal, state and local laws that are applicable to independent public charter schools and nonprofit corporations operating Washington charter schools, including but not limited to the Open Public Meetings Act.

The WEI-WA Board will uphold high ethical standards and play the role of exemplary for the leadership roles of Washington Charter School Community. The WEI-WA Board will identify potential ethical or financial conflict of interest violations promptly and effectively resolve issues to assure the compliance with all required statutory obligations.

WEI-WA will retain legal counsel when necessary and will purchase and maintain relevant insurance policies. The WEI-WA Board will be offered an annual training conference on topics of Conflicts of Interest and the Open Public Meetings Act. New WA Board members will be

mentored during their first year by old members. Additionally, training will be provided twice per year on topics such as WECCS academic model, school administration, cultural competence, finance, facilities, effective governance, legal governance and ethics. Such trainings can occur during regularly scheduled board meetings each year.

**Section 16: Attachment 15** WECCS Board Members Information Forms and Resumes;  
Statement of Assurance Signed by Board Chair Dr.Lotus King Weiss

**Section 16: Attachment 16** Code of Ethics and Conflict of Interest Policy

## **Section 17: Advisory Bodies**

The WECCS Advisory Board will consist of the following expertise:

1. Frontier Life Science Advisory Members
2. Chinese Divine Culture Advisory Members
3. Art Experts
4. History Experts
5. Mathematics Experts
6. Health and Fitness Experts
7. Falun Dafa Cultivation Experts
8. Community Leaders
9. Parent Representatives
10. Student Representatives

At present, a team of Frontier Life Science Experts is enlisted as the Advisory Board Members for the Frontier Life Science field (Part I) (see Cover Sheet of this proposal). Dr. Lotus King Weiss will work with the WEI-WA Board to establish the Advisory Board which will play key roles in the success of WECCS operation and bring all necessary resource of the education programs.

## **Section 18: Grievance/Complaint Process**

The Whole Elephant Chinese Charter School Master Teachers will be responsible for collecting feed backs from the parents, students and the community throughout the education process to perfect their education skills and deliver the knowledge in the most gentle and caring way to the students. With wisdom and compassion, Master Teachers lead their Master Assistant Grade Teachers to improve together, like a big family. It is required for the Master Educators to pay special attention to the negative comments from the students, fellow educators, parents, administrators, and school leaders and find effective ways to resolve the issues or clarify the matter. So, at WECCS, complains from students, parents, or community regarding education programs will be directly addressed by the subject of complaint/grievance, for example, a Master Teacher, or a MAGT, for the purpose of immediate resolution and improvement. Complaints between teachers shall also be made direct and open with the goal of helping each other to improve. Such an approach of openness and transparency can minimize unnecessary enlargement of small issues. A sincere attitude and a forgiving and appreciative spirit among fellow teachers and a genuine heart of Trust-Love-Respect towards each other can avoid conflicts and disperse all negativities, and even turn conflicts into great opportunities of improvement. Such a wisdom of looking within oneself upon confronting conflicts and negativities and to constantly improve oneself instead of finding faults of others is taught to Falun Dafa practitioners who have validated in their cultivation path to be the true Science for human health and longevity. Since Falun Dafa practice ([www.falundafa.org](http://www.falundafa.org)) is an integral component of the Health/Fitness education of the Whole Elephant Chinese Charter School and Trust-Love-Respect is the Motto and feature of the WECCS school culture, grievance and complaint process is therefore handled in a moral and spiritual fashion by all educators, administrators, school leaders. In Chinese Medicine, it is said that a Superior Doctor treats disease before it manifests, the WECCS education, administration and leadership teams shall be the “Superior Doctors” that treat issues before they turn into grievance and complaints. If they do occur, each team will be handled by the team leaders to help all parties involved to recognize the cause and rectify the situation immediately.

## **Section 19: District Partnerships**

The Whole Elephant Chinese Charter School Founding Team Members in Seattle will establish close relationship with the proposed School District Educators and School Leaders to exchange good education experience and become an active integral player of the local school district. District business community, art community, cultural organizations and religious organizations will also be visited for building Trust-Love-Respect. So far, no partnership has been established. But it is an important aspect of immediate future efforts of our Founding Team.



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

Not Applicable to this proposal since we will not hire Education Service Providers.

**Section 20: Attachment 18 N/A as indicated above**

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

All staff members that will work at the Whole Elephant Chinese Charter School are at the “at-will” relationship with the school.

Salary and Benefits will conform to the average standard in Washington State. Due to the innovative design of the education model and instruction methods, details of salary and benefits will be determined after the Charter is issued and the amount of fund to be spent becomes clear for the first school year.

Recruitment of all staff members in WECCS will be carried out by the WEI Board and the WEI-WA Board through the following approach:

1. WeChat promotion
2. Letters through email to all major education institutions in China to invite applicants
3. Bilingual Training Workshops in our Training site
4. Graduates of the Training Workshops will be tested and elected by the WEI-Board and WEI-WA Board for positions at the WECCS of Seattle.

Hiring process will be carried out in accordance with the state rules and regulations regarding staff qualifications and accountability plan.

A complete staffing chart is provided in **Section 21: Attachment 19**.

How school leader is evaluated at WECCS is shown in **Section 21: Attachment 20**.

How Teachers will be evaluated at WECCS is shown in **Section 21: Attachment 21**.

## Section 22: Professional Development

To accomplish the mission of the Whole Elephant Chinese Charter School, high quality professional development program will be installed within the education design itself. After the founder enrolls the 11 Master Teachers and 99 Master Assistant Grade Teachers for the first school year, all Teachers will immediately enter a professional development stage for the following four months. The contents of the training program will be similar to what has been designed for the “Holistic Fitness Center” from the Whole Elephant Institute ( <http://www.thewholeelephant.info/Holistic-Health-Coalition.html>; <http://www.thewholeelephant.info/Holistic-Fitness-Center.html>); and some of the key aspects will be outlined here:

### Falun Dafa Cultivation Practice

A workshop will be offered to the candidate Master Teachers in learning all key aspects of Falun Dafa cultivation practice and also learn the five sets of slow motion exercises and meditation practice; since the key of Falun Dafa is the profound teachings embodied in one book, Zhuan Falun (see [www.falundafa.org](http://www.falundafa.org)), space and atmosphere will be provided for the Master Teachers to study with veteran Falun Dafa practitioners in order to help them understand the various aspects of the teachings.

### Chinese Language Programs

Chinese language is believed to be originated from the high spiritual realm for the purpose of spreading the divine culture of China. The language is a golden key for the gate of five thousands of years of Chinese civilization. Each Chinese character is an image and contains profound inner contents. The writing of Chinese character with black ink brush is an art on its own and the practice of Chinese Calligraphy is a wonderful start for young children for building endurance and training of mental focus. A series of workshops will be carried out focusing the art of teaching Chinese Language

### Chinese Ancient Wisdom Programs

The over arching philosophy for a person to achieve holistic fitness and health, according to the ancient Chinese wisdom, is to first cultivate one’s mind and body. A series of workshops will be provided to offer a comprehensive introduction of different schools of cultivation practices from Chinese history, including Buddhism, Daoism and Confucianism.

### Stress Reduction Programs

Workshops will also be organized to teach

#### A. Mind fitness program

Programs to teach five types of music instruments that target the health of five vital organs of the human body;

Programs to teach Chinese chess as a way of mind disciplinary training;  
 Programs for Chinese calligraphy;  
 Programs to teach the art of Chinese traditional paintings

### **B. Body fitness program**

Martial arts;  
 Chinese dance;  
 Chinese Culinary Art;  
 Chinese Traditional Medicine;  
 Ancient Chinese life science on human body

### **C. Spirit fitness program**

In this program, the essence of three main schools of ancient spiritual teachings will be offered to interested clients to help them achieve holistic fitness.

#### *Confucianism*

The essence of Confucianism relevant to holistic fitness will be offered in the program:

*Cultivate the body and mind*  
*Harmonize the family*  
*Bring peace and prosperity to the world*

#### *Buddhism*

The essence of Buddhism teaching relevant to holistic fitness will be offered in the program:

*Kindness will be rewarded and evil will be punished*  
*Six-folded reincarnation*  
*Value the virtue and do good needs*

#### *Daoism*

The essence of Daoism relevant to holistic fitness will be offered in the program:

*Man shall be one with nature*  
*Cultivate truthfulness and nurture one's true nature*  
*To return to one's true self*  
*Human is ruled by the law on the earth*  
*Earth is ruled by the law of heaven*  
*Heaven is ruled by the Dao*

***Dao is ruled by Nature***

The above listed topics are the essential contents of the Whole Elephant Chinese Charter School education in the area of Chinese, Arts, History, Health/Fitness and Science. Since the inner contents of these topics are very vast, the Master Teachers need to constantly improve their levels of mastery as well, thus the workshops under these topics will be installed throughout the operation of the Charter School. The wisdom derived from the understanding of these topics shall safeguard the overall quality of education of the Whole Elephant Chinese Charter School.

**Section 22: Attachment 22 Professional Development Schedule**

## Section 23: Performance Framework

Programmatic Audits: our Charter School will follow the standard requirement of evaluation of the Charter Schools in Washington State. However, along with the overarching philosophy of the Whole Elephant Chinese Charter School, the lead applicant does not believe that artificial policies of external evaluation is the best solution for assuring the quality of education and safety of operation of any Charter School. A Charter School that is truly successful is one that the evaluation process is being constantly carried out within each educator and officer/staff member's heart to find shortcomings of one's conduct so that improvement is made continuously, before any issues occur due to the breakdown of the spiritual forces of trust, love and respect. Since our Charter School education program has installed such a wisdom and internal mechanisms, and emphasize the role of spirituality in successful education, we believe that the evaluation is a natural practice of morality. Just like the health of human beings, it is better to do daily check up of your own conducts to prevent diseases, instead of waiting for the diagnosis of a doctor when you already know you are sick.

Below are some key elements of practice of evaluation modified according to what was proposed in the application of the Brilla College Preparatory Charter School, and will still be used only as a reference at this point for finalization in the process of operation.

**Audits:** Annual programmatic audits will be carried out to examine the overall Charter School operation of all aspects:

**Education:** the overall quality of teacher performance in accomplishing the mission of the Charter School

**Learning:** the overall quality of student performance in both academic and spiritual advancement

**Discipline:** the overall performance of teacher, students, officers, staff members in their disciplinary conducts

**Health:** the overall performance in achieving great health through learning in Charter School

**Food:** the overall quality of food and related culture in the Charter School

**Transportation:** the overall quality of transportation service operating within the Charter School events

**Building:** the overall quality of operation and maintaining of the school building and dormitory

**Safety:** the overall safety of the operation, food and transportation of the Charter School

**Finance:** the overall state of financial status of the Charter School

**Parents Satisfaction:** seek feedback from all parents of the students in Charter School for further improvement

**Community Satisfaction:** seek feedback from the community being served to determine shortcomings, raise standard and make improvement

**Education Team Satisfaction:** seek feedback from the education team to build a stronger team

**Staff Member Satisfaction:** seek feedback from the staff members to find out shortcomings and raise standard of performance

Results from the above assessment and evaluation will be made into Annual Report; inter-visitation between other Charter Schools will be made to learn from others and share new education insights; oversight visitation will be invited to seek for guidance and further improvement;

**Principal and Teacher Evaluation:** the board of trustees will host an evaluation meeting to allow all key officers and each of the Master Teachers and Master Assistant Grade Teachers to make a full presentation of what he or she has accomplished and issues to be resolved; based upon the information from the presentation and the feedback from the staff, other officers, teachers and students, the board will make a holistic evaluation of the education and operation team to identify key issues of improvement and recommend bonus for outstanding performance.

**Board Evaluation:** The board will develop a self-evaluation instrument and use it annually to check its performance. Domains will include member attendance and participation, communication with stakeholders, regular review and revision of key policies and procedures, financial oversight, evaluation of school leadership, handling of grievances, and adherence to the mission of the school. The board will use the results of these evaluations to inform the development of strategic goals and action plans. The board will also monitor its composition to maintain adequate skill sets with which to govern the school as well as diversity to ensure a variety of perspectives.

**Section 23: Attachment 23** Mission Specific Goals Form

## **Section 24: Facilities**

The Whole Elephant Chinese Charter school facilities will comply with applicable Washington State and local health and safety requirements. The applicant will be prepared to follow applicable city planning review procedures.

In Year One, the Whole Elephant Chinese Charter School will need the classrooms for K-8 students, with an enrollment of 15-20 students for each grade. Thus, a minimum of nine classrooms are needed for the first year operation. The size of the classroom needs to be sufficient for activities of 20 students. Common areas such as seminar room, cafeteria, auditorium, and library are needed as well.

Specialty classrooms will also be needed, such as science labs, art room, computer labs, media center, martial art/classical Chinese Dance room and auditorium.

Other significant facilities include Americans with Disabilities Act (ADA) accessibility requirements, playground, large common space and more.

We have initiated the search for school facilities with a local Seattle Realtor, Ms. Andree Hurley, who has been sending potential properties for the WEI Board to review. A site visit will be followed. In the mean time, experts in the area of traditional Chinese Culture are meeting in May 2017 to design specifics of school facilities to meet the needs of all the traditional Chinese Culture-related education subjects. We will work with the Benaroya Research Institute to build the Shen Nong Education Laboratory which will be an integral part of the Frontier Life Science Education Curriculum at the Whole Elephant Chinese Charter School. Mr. Alan Genatossio, Mr. Noah Genatossio, Dr. Jianxin Bao and Mr. Brian Scott Weiss will work with Dr. Lotus King Weiss and the Chinese Board Members currently working and residing in China will work together to take care of the upcoming school facility renovation and financing .

**Section 24: Attachment 24** N/A since we do not have such a facility.



## **Section 25: Start-Up and Ongoing Operations**

The Whole Elephant Institute Inc. team in New York has been effectively carrying out all aspects of community outreach and founding board team member training/recruitment since 2012, for the establishment of a chain of the Whole Elephant Chinese Charter Schools in several States. By now, a large network of international team members is working together towards such a goal. The launching of the WECCS in Seattle started in October 2015. The recruitment of the Chinese Teachers and future Board Members of the WECCS in Seattle started in September 2015. Bilingual training programs have been ongoing since then, for the team members and for ongoing recruitment of more leaders and educators of the proposed school. The workshop for selecting all Master Teachers and Master Assistant Grade Teachers for K-8 will start in August 2017, at the Oregon Education Training Center. Professional training will then be carried out for four months. Enrollment will start at the end of 2017 and school facilities will be finalized by the end of November 2017. All teaching materials will be ready by the end of 2017.

A team of school transportation with high quality experienced safe drivers will be recruited and trained through professional development classes, with the Teachers, administrators and leaders of WECCS of Seattle. The team needs to meet transportation needs for community-learning every month (the fourth week of each month is the week for students to be learning outside of classroom), field trips and athletic events and more. This shall be accomplished as soon as possible and must be completed by the end of 2017.

A plan for safety and security for students, the facility, and property, and how that plan complies with all federal, state, county, and city health and safety laws will be drafted in August 2017 during the scheduled workshop for Teachers, Administrators and Leaders. In the plan, details will be written regarding security personnel, technology, equipment, and policies that the school will employ. The plan will be finalized by the WEI Board and WEI-WA Board in August Workshop.

A plan for food service and other significant operational or ancillary services will also be drafted and finalized by the WEI-Board and WEI-WA Board in August 2017 Workshop.

School Facility Insurance will be purchased by the end of 2017.

**Section 25 Attachment 25 &26:** N/A since work is still in progress.

## Section 26: Operations Capacity

### **Dr. Lotus King Weiss: Lead Applicant/Proposed Board Member**

Dr. Lotus King Weiss was born in Mainland China in 1967; she had the opportunity to study at the best elementary school, middle school and medical schools in China prior to her admission with full scholarship and tuition waiver at the age of twenty-one, into the graduate school at the University of Florida where she obtained her Ph.D. degree four years later; she subsequently entered Harvard Medical School/Massachusetts General Hospital where she first carried out her post-doctoral research and rapidly rose as a young star in the field of cancer research; her innovative research discoveries were frequently published in the top science journals such as “Science” and “Cell”; she was the first recipient of the Renowned Claflin Distinguished Scholarship which was awarded to outstanding female scientists who are also young mothers, at Harvard Medical School/Massachusetts General Hospital; she became a mother in 1995 when she also became a young faculty member at the Department of Genetics of Harvard Medical School; her academic teaching experiences started even when she was only a graduate student; after she became a faculty member at Harvard Medical School, she taught graduate students, postdoctoral fellows as well as research fellows in the field of pediatric surgery in the area of biology and research; in 1999, she was elected to be the top 100 oversea scientists by the Chinese Academy of Science and was invited to run a national laboratory in Mainland China; she accepted a large new start up fund from the Benaroya Research Institute at the University of Washington, Seattle in 1999 and started to build her new laboratory in the field of Cancer Immunology; however, she soon became a target of persecution by the Chinese Communist Government because of her research in validating the profound health benefits associated with the practice of Falun Dafa (also known as Falun Gong) (<http://www.thewholeelephant.info/Save-Sentient-Beings.html>); Dr. Weiss was put through a major trial of life, which, for a strong soul, is always the best gift for spiritual maturity; in 2005, under extremely difficult and even life-threatening situation, Dr. Weiss founded the Whole Elephant Institute in New York State, and started to plunge herself into the local Flushing community to carry out humanitarian services of all types, using her talents and knowledge as a scientist; she soon won the heart of many mothers and grandmothers here in Flushing because of her loving heart towards new immigrants’ children; in the past seven years, she has opened up many community-based education sites in Flushing, Brooklyn, Manhattan Chinatown and recently in Staten Island and Long Island; she gave seminars at elementary schools, junior high schools, high schools at Oceanside, Long Island in 2006; she ran community service centers in Flushing, working with an unique multicultural environment including ethnic groups such as the Chinese, Korean, Spanish, Indian, Jewish, Greek; Italian; Dominican; Afghanistan; she tried different education methods and spent a whole year living in her students’ homes to carry out research of critical factors that affect new immigrants children’ learning English; Dr. Weiss also actively participates in local civic groups’ activities and play an active role in keeping the Flushing Community safe and healthy. She will be in charge of all aspects of the operation of staffing, professional development and Performance Management. The startup team in Washington State now consists of six committed professionals who will work with Dr. Lotus

King Weiss to recruit, to train, to manage new leaders, administrators and teachers for the successful school general operation, as well as facilities management.

## CATEGORY 5: FINANCIAL PLAN AND CAPACITY

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### Section 27: Financial Plan

The Whole Elephant Chinese Charter School starting team will meet in June 2017 to make all decisions and plans on the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll. The team will assure the establishment and maintenance of strong internal controls and ensure compliance with all financial reporting requirements.

The WECCS Governing Board will make policies for school finances and the policies will be strictly executed and safeguarded by the WECCS administrators.

The plans and procedures for conducting an annual independent and state audit of the financial and administrative operations of the school will be finalized by the WEI Board and WEI-WA Board in the August 2017 Workshop.

The WEI-WA board will ensure financial transparency to the Commission and the public, through making plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.

**Attachment 27:** N/A work to be completed in August 2017.

**Attachment 28:** N/A work to be completed in August 2017

**Attachment 29:** N/A work to be completed in August 2017

**Attachment 30:** N/A work to be completed in August 2017

## Section 28: Financial Management Capacity

The Whole Elephant Chinese Charter School (WECCS) start up team in Washington State now consists of a large team of startup members of professionals with strength in the field of financial management, fundraising and development as well as accounting and internal controls:

<b>Alan Genatossio</b>	<b>Director of Chinese-Jewish Academic Affairs and curriculum development for music and fund raising</b>	<b>206-854-9190; genatossio@hotmail.com</b>	<b>3447 39<sup>th</sup> Avenue, Seattle, WA 98199</b>	<b>Seattle Children's Hospital  The Whole Elephant Institute Inc.</b>
<b>Noah Genatossio</b>	<b>Director of Chinese-Jewish Community Outreach and International Business for fund raising</b>	<b>206-251-2040; noahgenatossio@hotmail.com</b>	<b>2904 147 Street, Flushing, NY 11354</b>	<b>The Whole Elephant Institute Inc.</b>
<b>Phil Dollison</b>	<b>Chief Financial Officer (CFO) and Director of community fund-raising through medicinal herb research and development</b>	<b>541-899-9601; bdollis@gmail.com</b>	<b>6621 Upper Applegate Road, Jacksonville, OR 97530</b>	<b>Grace BioGarden Inc.  The Whole Elephant Institute Inc.</b>
<b>Tan Truong</b>	<b>Director of Media Outreach and Education Technology Development</b>	<b>206-601-6496; tantruong@mac.com</b>	<b>5612 34<sup>th</sup> Avenue SW, Seattle, WA 98126</b>	<b>Antioch University  The Whole Elephant Institute Inc.</b>
<b>Tiemin Zhang</b>	<b>Director of Chinese Teacher Recruitment and International Business for fund raising</b>	<b>513-443-6982; jltimstar@gmail.com</b>	<b>2904 147 Street, Flushing, NY 11354</b>	<b>The Whole Elephant Institute Inc.</b>

<b>Jianxin Bao</b>	<b>Director of Medicinal Herb Science Laboratories and Science Conferences for fund raising</b>	<b>314-620-5737; jbsstw@gmail.com</b>	<b>2904 147 Street, Flushing, NY 11354</b>	<b>Northeast Ohio Medical University  The Whole Elephant Institute Inc.</b>
<b>Andree Hurley</b>	<b>Director of school campus real estate facilities and student dormitories</b>	<b>206-669-1622; andreehurley@cbb a.com</b>	<b>1200 Westlake Ave N #406, Seattle, WA 98109</b>	<b>The Whole Elephant Institute Inc.</b>
<b>Brett Welton</b>	<b>Director of Guang Linzi Analytical Laboratories Facilities and Hemp Farms for fund raising</b>	<b>206-890-9497;</b>	<b>93694 Highway 42 South, Coquille, Oregon 97423</b>	<b>The Whole Elephant Institute Inc.</b>
<b>Tom Brook</b>	<b>Director of Guang Linzi Cultivation Laboratories Facilities and student field trips to holistic spiritual practice sites</b>	<b>206-369-0524; tomcat.javanet@g mail.com</b>	<b>2904 147 Street, Flushing, NY 11354</b>	<b>The Whole Elephant Institute Inc.</b>
<b>Etienne Pierson</b>	<b>Director of Guang Linzi Co-Op Laboratories Facilities and International Business with Korean Business Team</b>	<b>224-442-0421; etienne.pierson@g mail.com</b>	<b>2904 147 Street, Flushing, NY 11354</b>	<b>The Whole Elephant Institute Inc.</b>
<b>Mathew Gordon</b>	<b>Director of Guang Linzi Genetics Laboratories Facilities and Master Teacher of Plant Genetics</b>	<b>360-914-8719; mathewgordon420 @gmail.com</b>	<b>2920 Heller Road, No. 40, Oak Harbor, WA 98277</b>	<b>The Whole Elephant Institute Inc.</b>
<b>Dana Luce</b>	<b>Director of Medical Cannabis Research Team and Fund Raising</b>	<b>360-980-1605; danaluce@comcast .net</b>	<b>5501 NE 109<sup>th</sup> Court, Suite N, Vancouver, WA 98662</b>	<b>G.O.A.T Labs  The Whole Elephant Institute Inc.</b>
<b>Dani Luce</b>	<b>Director of Medical Cannabis</b>	<b>360-513-9377;</b>	<b>5501 NE 109<sup>th</sup> Court, Suite N,</b>	<b>G.O.A.T Labs</b>

	<b>Education and Cancer Treatment team for Fund Raising</b>	<b>dani@goatlabsinc.com</b>	<b>Vancouver, WA 98662</b>	<b>The Whole Elephant Institute Inc.</b>
<b>Louis Lu</b>	<b>Director of Chinese Divine Culture Education Team and Technology Innovation for Fund Raising</b>	<b>929-800-7898; mailto:lu@luyu.com</b>	<b>2904 147 Street, Flushing, NY 11354</b>	<b>The Whole Elephant Institute Inc.</b>

**Attachment 31:** N/A Work initiated by Dr. Lotus King Weiss has been free of charge

**Attachment 32:** N/A Work initiated by Dr. Lotus King Weiss has been free of charge

## **CATEGORY 6: EXISTING OPERATORS**

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### **Section 29: Existing Operators**

N/A: WECCS has no existing operators

**Attachment 33:** N/A



# **CATEGORY 7: OPTIONAL FEDERAL CHARTER SCHOOL PROGRAM (CSP) PLANNING AND IMPLEMENTATION GRANT**

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## **Section 30: OPTIONAL Federal Charter School Planning and Implementation Grant**

**Attachment 34 N/A**

**Attachment 35: N/A**

