

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



**APPLICATION FOR GRANTS**  
**UNDER THE**

**Charter School Program Non-SEA Planning, Program Design, and Implementation**

**CFDA # 84.282B**

**PR/Award # U282B110031**

**Grants.gov Tracking#: GRANT10951181**

OMB No. , Expiration Date:

Closing Date: Aug 24, 2011

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

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="08/23/2011"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="Joseph Charter School"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="93-6000995"/>	* c. Organizational DUNS: <input type="text" value="1008284250000"/>	
<b>d. Address:</b>		
* Street1: <input type="text" value="PO Box 787"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Joseph"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="OR: Oregon"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="97846-2023"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text"/>	* First Name: <input type="text" value="Rhonda"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Shirley"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Project Director"/>	
Organizational Affiliation: <input type="text" value="Joseph Charter School"/>		
* Telephone Number: <input type="text" value="541-432-7311"/>	Fax Number: <input type="text" value="541-432-1100"/>	
* Email: <input type="text" value="rshirley@joseph.k12.or.us"/>		

**Application for Federal Assistance SF-424**

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

X: Other (specify)

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

Charter School

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

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.282

CFDA Title:

Charter Schools

**\* 12. Funding Opportunity Number:**

ED-GRANTS-072511-001

\* Title:

Office of Innovation and Improvement (OII): Charter Schools Program (CSP): Planning, Program Design, and Initial Implementation Grants CFDA Number 84.282B

**13. Competition Identification Number:**

84-282B2011-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Joseph Charter School planning, program design, development and implementation of charter conversion K-12

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="650,380.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="3,135,790.00"/>
* d. Local	<input type="text" value="370,000.00"/>
* e. Other	<input type="text" value="30,000.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="4,186,170.00"/>

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0018

Expiration Date: 02/28/2011

\* Name of Institution/Organization

Joseph Charter School

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00			0.00
2. Fringe Benefits	0.00	0.00	0.00			0.00
3. Travel	15,068.00	17,754.00	14,558.00			47,380.00
4. Equipment	31,700.00	100,000.00	100,500.00			232,200.00
5. Supplies	35,500.00	20,000.00	40,000.00			95,500.00
6. Contractual	96,300.00	43,600.00	43,600.00			183,500.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	178,568.00	181,354.00	198,658.00			558,580.00
10. Indirect Costs*	0.00	0.00	0.00			0.00
11. Training Stipends	47,600.00	23,800.00	20,400.00			91,800.00
12. Total Costs (lines 9-11)	226,168.00	205,154.00	219,058.00			650,380.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

\* Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)

\* Approving Federal agency:  ED  Other (please specify):

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)?

<p>* Name of Institution/Organization</p> <p>Joseph Charter School</p>	<p>Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.</p>	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Patty Wills</p>	<p>* TITLE</p> <p>Project Director</p>
<p>* APPLICANT ORGANIZATION</p> <p>Joseph Charter School</p>	<p>* DATE SUBMITTED</p> <p>08/23/2011</p>

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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**4. Name and Address of Reporting Entity:**  
 Prime  SubAwardee  
\* Name: na  
\* Street 1: na Street 2: \_\_\_\_\_  
\* City: na State: \_\_\_\_\_ Zip: \_\_\_\_\_  
Congressional District, if known: \_\_\_\_\_

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

<b>6. * Federal Department/Agency:</b> na	<b>7. * Federal Program Name/Description:</b> Charter Schools CFDA Number, if applicable: 84.282
--	--

<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
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**10. a. Name and Address of Lobbying Registrant:**  
Prefix \_\_\_\_\_ \* First Name: na Middle Name: \_\_\_\_\_  
\* Last Name: na Suffix: \_\_\_\_\_  
\* Street 1: \_\_\_\_\_ Street 2: \_\_\_\_\_  
\* City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

**b. Individual Performing Services** (including address if different from No. 10a)  
Prefix \_\_\_\_\_ \* First Name: na Middle Name: \_\_\_\_\_  
\* Last Name: na Suffix: \_\_\_\_\_  
\* Street 1: \_\_\_\_\_ Street 2: \_\_\_\_\_  
\* City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

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

\* Signature: Patty Wills  
\* Name: Prefix \_\_\_\_\_ \* First Name: Rhonda Middle Name: \_\_\_\_\_  
\* Last Name: Shirley Suffix: \_\_\_\_\_  
Title: Project Director Telephone No.: 541-432-7311 Date: 08/23/2011

<b>Federal Use Only:</b>	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # U282B110031

**NOTICE TO ALL APPLICANTS**

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

**To Whom Does This Provision Apply?**

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

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

**What Does This Provision Require?**

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

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

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

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

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

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

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

**Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

**Optional - You may attach 1 file to this page.**

JCSgepastatement.pdf

Add Attachment

Delete Attachment

View Attachment

## **GEPA 427 Statement**

The founders of Joseph Charter School believe that attracting a diverse population of students, staff and parents is crucial for a high quality educational program. Promoting diversity is Goal 3 of our project.

Joseph Charter School will ensure equitable access to and participation in its charter school program regardless of gender, race, national origin, color, disability or age. Although the minority population is not large, it is clustered in one area of the district and they are the most academically needy population in the district. Outreach & marketing will be done in both English and Spanish.

The facility for Joseph Charter School will meet all handicapped accessibility requirements and will be compliant with all aspects of the Americans With Disabilities Act. In addition, assistive technology will be available for students, parents, and teachers who have visual or auditory impairments.

Special education services & services to English Language Learners will be provided for all eligible students. In addition, educational interventions will be available to all educationally disadvantaged students and students with a 504 plan.

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## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

<b>* APPLICANT'S ORGANIZATION</b> <input style="width: 90%;" type="text" value="Joseph Charter School"/>	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Rhonda"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Shirley"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Project Director"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Patty Wills"/>	* DATE: <input style="width: 150px;" type="text" value="08/23/2011"/>

Close Form

SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS

**1. Project Director:**

Prefix:  \* First Name: Rhonda Middle Name:  \* Last Name: Shirley Suffix:

Address:

\* Street1: PO Box 787  
 Street2:   
 \* City: Joseph  
 County:   
 \* State: OR: Oregon  
 \* Zip Code: 97846  
 \* Country: USA: UNITED STATES

\* Phone Number (give area code) Fax Number (give area code)

Email Address:

**2. Applicant Experience:**

Novice Applicant  Yes  No  Not applicable to this program

**3. Human Subjects Research**

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes  No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

Add Attachment

Delete Attachment

View Attachment

## Abstract

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

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

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

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## You may now Close the Form

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

\* Attachment:

## Abstract Joseph Charter School Development Project

**Project Director:** Rhonda Shirley PO Box 787 Joseph, Oregon 97846 541-432-7311  
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**State Educational Agency Contact:** Margaret Bates, Oregon Department of Education 255 Capitol Street NE Salem, Oregon 97310-0203  
[margaret.bates@state.or.us](mailto:margaret.bates@state.or.us)

The vision for Joseph Charter School (JCS) originated in Fall 2009, when parents of seniors approached school staff, expressing concern that of the original 21 students entering high school in 2005, only 12 were going to graduate. Once the dialog began, it was clear that their rural high poverty district needed more educational options, thus emerged the goal of becoming a charter conversion school to provide more choices within their small educational community. Joseph School District consists of 1 K-12 school & a remote elementary school of only 10 students. This rural population is clearly high-risk. Special education (18%) is significantly higher than the state average. 56% are economically disadvantaged. Over 24 % of all students (2009-2010 Report Card) did not meet state standards in Language Arts & 50% did not meet standards in Writing. Per the same Report Card 47 % of 3<sup>rd</sup> graders, 43% of 6<sup>th</sup> graders and 53 % of 10 graders did not meet state standards in Math. The cohort graduation rate is 75% but, anecdotally we know that only 57% of the class of 2010 graduated. Infused with the National Standards for Technology & Arts Education & Best Practices for Technical Career Development, the mission of JCS is to offer a high quality, standards based program, supported by the principles of multiple intelligence, personalized educational plans, place based learning, community partnerships & mentoring to students in grades K-12. JCS will also implement School-Wide Positive Behavioral Interventions & Supports, a research based, best practices system for improving academic & behavior outcomes for all students.

The goals of this Planning/Implementation **grant project** are as follows:

- ▶ Develop a high quality charter school with an emphasis on the Arts, Vocational Education & Technology for grades K-12, that will promote high academic achievement & varied curricular options.
- ▶ Develop community/student partnerships/mentorships, including active parent participation that will enhance the academic program, prevent dropout, improve dropout retrieval and improve college attendance.
- ▶ Develop a school environment that promotes diversity and respect for self and others.

Joseph Charter School has a signed charter contract with Joseph School District (10/12/10) and a functioning Charter Council but without grant funds cannot achieve its full vision and mission. JCS plans to open September 2012 with 210 K-12 students.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

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To add more Project Narrative File attachments, please use the attachment buttons below.

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## PROJECT NARRATIVE

We will be writing to **Competitive Preference Priority 1 a, b, c, d, e, f, Competitive Preference Priority 2 and Competitive Preference Priority 3.**

### **Competitive Preference Priority 1 a, b, c, d, e, f Increase High School Graduation Rates & College Enrollment (up to 6 points)**

The elements of JCS—Personalized Educational Plans, the National Technology Standards, Career Technical Education, the National Standards of the Arts, School-Wide Positive Behavioral Interventions & Supports, mentoring and place based education will prevent drop out, increase dropout retrieval and improve high school graduation rates & college enrollment rates for all students, including students with disabilities, English language learners, and high need students in our high poverty, rural area by creating a broader range of high interest engagement courses and individualizing instruction. The development team for JCS believes that it is not enough to simply identify students at risk. Early warning academic factors can be present as early as 4<sup>th</sup> grade. It is critical to have preventive measures in place but also to have guided, targeted, differentiated and tiered interventions in place.<sup>1</sup> We believe JCS has the elements of all of these factors. **Personal Education Plans:** Using the principles of multiple intelligences, assessment scores & career/interest surveys, each of our student’s grades 3-12 will have a Personalized Education Plan, focusing on their goals, interests, strengths & learning needs. The plans will be used to raise academic achievement in core subject areas & requires meeting the instructional needs of all learners using a differentiated delivery system, facilitating the appropriate level of academic support. Using the principles of Data Driven Decision Making,

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<sup>1</sup> Pinkus, Lyndsay “Using Early warning Data to Improve Graduation Rates: Closing Cracks In the Education System” Alliance For Excellent Education Policy Brief August 2008

prior to instruction, students will complete a series of pre-assessments allowing staff to gather data identifying each student's areas of strength, learning style & areas in need of improvement. The Personalized Education Plan, the road map, will then be created and will set measurable goals & built in measurements to ensure appropriate placement & ongoing support. Staff will be given professional development so they can implement new research based techniques to individualize the needs of a variety of students. School-Wide Positive Behavioral Interventions & Supports is an integral part of the Personalized Learning Plan because it is a decision making framework that guides selection, integration and implementation of the best practices for improving important academic & behavior outcomes for all students—reaching students before they fail.

**Place base education**, a second component of our program recognizes the local community as a primary source for learning & is rooted in what is local—the unique history, environment & culture. JCS believes it is critical to overcome the disconnect that exists between our school system and real life.<sup>2</sup> Hands on, project based & related to the real world, significant research has shown that place based education increases the personal significance of the educational process. Working in partnership the local community JCS would become a drop out retrieval & drop out prevention program. JCS's focus is also on increasing choices of learning opportunities through the enhanced use of technology, multiple intelligences, community partnerships, increased career technical educational opportunities, the National Fine Arts standards & placed based education. This will involve the development of interdisciplinary lesson plans, teaching approaches & innovative learning methods. Unique resources & learning

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<sup>2</sup> Gruenewald, D.A. The Best of Both Worlds: A Critical Pedagogy of Place Educational Research, 2003

models, which integrate the Oregon Content Standards with the National Technology Standards & The National Standards of the Arts, will be developed & utilized both within the school & the community at large. High engagement student learning opportunities will increase through an integrated framework that is interdisciplinary, collaborative, student centered & hands-on. In addition, using state of the art research on multiple intelligence & interdisciplinary education, a variety of innovative learning opportunities will be created utilizing community partnerships & unique applications of technology across the curriculum, resulting in diversified learning environments and the opportunity to teach to many different modalities. Community partnerships will enhance the curriculum options, by utilizing highly qualified community teachers & will enhance higher engagement learning opportunities. For example, we anticipate partnering with local artists, artistic organization and other community individuals & groups to link with students' interests, improve course options & career educational options. JCS will use technology for differentiation of instruction & expanded learning opportunities. Using technology, students will be able to communicate & collaborate with students in other parts of the world, who are also focusing on similar learning objectives. Technology will allow enriched web based instruction & expand high school & early college course options. JCS will extend the reach of the subject matter & the learner, allowing unlimited high engagement learning choices, promoting a lifelong love of learning & increase high school graduation rates & college enrollment of all students.

**Competitive Preference Priority 2 Promoting Diversity (up to 2 points)**

Goal 3 of JCS is to “Develop a school environment that promotes diversity and respect for self and others”. Although the minority population within the district is 8%, with the largest ethnic group being Hispanic, there is also a need for diversity in ways other than race or ethnic

status. There is a large population of students who are marginalized. Special education (18%) is significantly higher than the state average & 56% are economically disadvantaged. JCS will promote an attitude and application of respect for diversity in all aspects of its entire application & function, including policies and procedures and hiring practices. Research has shown that student learning is strongly tied to the expectation of those around them and the quality of their opportunities to learn. Teaching must be culturally and linguistically meaningful for every student.<sup>3</sup> Diversity training will also be a key factor in professional development. The development team is committed to educating students from any socioeconomic background, race, color, religion, national origin, gender or disability & believes that all the students would benefit from promoting diversity and respect within Joseph Charter School. Specific outreach will be made in both English & Spanish. Diversity will also be enhanced with the community involvement on the school campus and student involvement in classes within the community at large. Objective 3 of our student Objectives (Selection Criteria (iv) b) states that 98% of student will take part in at least one public artistic demonstration in the community; in addition 99% of students will take part in a mentoring/career development and community service project each year. In addition, the infusion of technology across our program (Skype, etc) will enable students to interact with & communicate with students in all parts of the world and in a variety of different cultures, who are working on similar educational projects. An integral part of our grant proposal is the integration of School-Wide Positive Behavioral Interventions & Supports, a key part of which is teaching & encouraging pro-social skills and behaviors.

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<sup>3</sup> Oaks, Jeannie Critical Conditions For Equity and Diversity in College Access In Forming Policy & Monitoring Results. 2/1/03

### **Competitive Preference 3 Improving Productivity & Increased Efficiency (up to 2 points)**

The integration of the National Technology Standards and the use of technology through our virtual school environment will significantly increase efficiency in the use of time, staff, money while improving student learning and learning options. JCS will use technology for differentiation of instruction & expanded learning opportunities. Using technology, students & teachers will be able to communicate & collaborate with teachers & students in other parts of the world, who are also focusing on similar learning/teaching objectives in their own locality. Technology will allow enriched web based instruction & expand high school & early college course options delivered electronically. Using the principles of multiple intelligences, students will use knowledge gained through Career Information Systems online & Personalized Learning Plans that will be created by teachers using a program on computer tablets to address interests, expand learning options & generate interventions. The use of the computer tablets will make the information about all students with whom the teacher is dealing easily accessible. The computer tablets will also allow virtual assessments which give immediate feedback to enhance learning. With the use of the advanced technological opportunities this grant will provide, other partnerships with Community Colleges, such as Blue Mountain Community College and Eastern Oregon State University will offer early college enrollment opportunities to be developed through the use of the virtual environment the webcam system will provide. The emphasis on the National Technology Standards will integrate technology across the curriculum K-12 & will create new courses & teaching tools. Virtual manipulatives and virtual simulations will energize and expand learning, as well as multimedia projects. Probes and sensors will allow students to collect real time data. The development team believes that technology is critical to teaching our students to access, analyze & utilize information. Students will use new technology skills &

tools for planning, inquiry & communication; to develop relationships with outside resources & organizations; enhance relevant community service, take online courses, utilize hands-on instruction in real-life situations, and observation & participation in field work at a distance. Technology, place based education & community partnerships, extend the reach of the both the subject & the learner and provide cost effective learning options that would otherwise not be available or possible within this community.

## **SELECTION CRITERIA**

**Selection Criteria (i) Quality of the proposed curriculum & instructional practices (20 U.S.C. 7221c(b) (1) (25 points)**

**Selection Criteria (i) a. Curriculum, Classroom Structure & Types of Instructional Methods:**

The **vision** of JCS is to energize & expand existing learning opportunities to prepare students for post secondary life with a global vision, knowledge and skills. As a district charter conversion, the **target population** is the existing (210) district K-12 students. Although the JCS Charter was approved by the Joseph School District Board on October 12, 2010, JCS cannot meet its full vision and mission without grant funds. The flexibility of a charter school will provide educational opportunities offered via community partnerships & web based courses that would otherwise be difficult to obtain in our remote area & will allow a more creative approach to meet the needs of individual students. JCS will offer the right of choice as the only charter school available within 60 miles & the only school in the County providing a Technology/Arts enhanced curriculum emphasizing mentoring & vocational readiness.

Tony Wagner, the Harvard based author of The Global Achievement Gap, believes that students need seven basic survival skills for the workplace, “as well as for lifelong learning &

active citizenship”. These skills are what the “Three Rs” were for previous generations. Students need to **think critically, problem solve, collaborate with others**, be **adaptable**, show **initiative**, use **effective oral & written communication, access & analyze information** & be **curious & imaginative**. The components of JCS will promote the development of these skills. Infused with the National Technology Standards, the National Standards for Art Education & Best Practices for Technical Career Development, the mission of JCS is to offer a high quality standards based academic program, supported by the principles of multiple intelligences, personalized educational plans, Place Based Learning, community partnerships & mentoring to students in grades K-12.

**Place Based Education** recognizes the local community as a primary source for learning & is rooted in what is local—the unique history, environment, culture, economy, literature & art. Hands on, project based & related to everyday life experiences, significant research has shown that place based education increases the relevance of the educational process. JCS believes it is critical to overcome the disconnect that often exists between our school system and real life.<sup>4</sup> A growing body of educational research shows that place-based learning provides students with a local context and relevance that inspires and motivates them to learn, serve their communities, and help protect their world.<sup>5</sup> A recent review of studies on the benefits of place based learning conducted by the Place-based Education Evaluation Collaborative found that participating students often exhibit: higher scores on standardized measures of academic achievement; higher

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<sup>4</sup> Gruenewald, D.A. *The Best of Both Worlds: A Critical Pedagogy of Place Educational Research*, 2003

<sup>5</sup> Sobel, David *Connecting Classrooms & Communities*, 2004 Center For Ecoliteracy

level thinking skills; improved behavior in class; greater pride and ownership in accomplishments; increases in self-esteem and conflict resolution skills.

**National Standards For Arts Education:** The emphasis on the arts was chosen because research indicates that it builds many kinds of literacy while developing intuition, reasoning, imagination & dexterity. This requires an active, trained mind & utilizes the principles of multiple intelligence<sup>6</sup>. The infusion of the National Fine Arts Standards across the curriculum is the cornerstone of Joseph Charter School's vision & educational program. This will involve the development of unique lesson plans, teaching approaches & learning methods. JCS believes that teaching & learning must be interdisciplinary & the development team will create learning models which integrate the Oregon Content Standards with the National Standards for the Arts. Unique resources will be developed & utilized both within the school site & the community at large. Using state of the art research on interdisciplinary education a variety of educational approaches will be developed for the integration & correlation of the components of the educational program, creating a multitude of different & innovative learning methods utilizing the arts across the curriculum. Each art discipline appeals to different senses & expresses itself through different media adding a special richness to the classroom. The possible innovative learning methods are limitless.

JCS will provide an educational program in which all strands of the arts—Dance, Music, Theater & the Visual Arts will be integrated across an aligned standards based curriculum. In addition, students will be provided an opportunity for an in-depth study of individual art strands. The following components will be stressed: Artistic Perception, Creative Expression, Historical and Cultural Context, & Aesthetic Valuing. Infused within the academic program will be the

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<sup>6</sup> Frames of Mind, Howard Gardner, Perseus, New York, 2004

principles of the National Technology Standards. Technology offers the means to enhance the artistic, scholarly, production & performance of the fine arts goals. Used effectively technology can extend the reach of both the art form & that of the learner. The Arts will enhance, not replace the core curriculum. Throughout the Fall of 2011 & Spring 2012, curricular resources & community opportunities that emphasize & support the integration of the arts across the curriculum will be thoroughly evaluated & selected for use. The development team believes that an emphasis on arts education benefits both the student & society as a whole. It benefits children because it cultivates the whole child, gradually building many kinds of literacy while developing intuition, reasoning, imagination & dexterity into unique forms of expression & communication. This requires an active & a trained mind & utilizes the principles of multiple intelligence.<sup>7</sup> Art education helps society in that it promotes understanding of the human experience both past and present. It also helps children explore, understand, accept & use ambiguity & subjectivity. In addition, while the arts in & of themselves have a wonderful intrinsic value, their contribution to education reaches far beyond. As students learn to identify, appreciate & participate in art forms they also learn to imagine, create & reflect. This process promotes the development of both the verbal & nonverbal abilities necessary for positive school progress in all academic areas. In addition, the intellectual demands that the arts place on students help them develop problem solving abilities & thinking skills such as analyzing, synthesizing & evaluating. Numerous studies point to a consistent & positive correlation between substantive education in the arts & student achievement in other subjects & on standardized tests.<sup>8</sup> A comprehensive, articulated

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<sup>7</sup> Fogarty, Robin and Judy Sroehr. *Integrating Curricula with Multiple Intelligences: Teams, Themes, and Threads*. Palatine, IL: IRI/Skylight Publishing, INC. 1995.

<sup>8</sup> <http://artsedge.kennedy-center.org/teach/standards> 2011.

arts education program also engages students in a process that helps them develop the self esteem, self discipline, cooperation & self motivation necessary for success in life. The arts have emerged from the educational reform movement as a vital partner in the continuing effort to provide our children with a world class education. Research on multiple intelligence<sup>9</sup> indicates that by learning and practicing the arts, the human brain actually rewires itself to make more & stronger connections. The arts stimulate body awareness, creativity & sense of self.

**National Technology Standards-** JCS will integrate technology across the curriculum & create new programs in science, math & vocational education. The development team believes that technology is critical to teaching our students to access, analyze & utilize information—one of the seven necessary skills outlined above by Tony Wagner in The Global Achievement Gap. A high tech campus will literally link our student with students in other parts of the world, allow them to observe field work, or artistic exhibits in the community, take high school courses in almost every imaginable subject & attend early college. The application of technology & community partnerships will provide diversified learning environments with a multitude of learning options. This will be accomplished by increasing K-12 student access to technology which will be used for remedial purposes, intervention, & advanced opportunities, including vocational education. Direct access to technology by students will enhance inquiry-based learning & energize instruction within & outside the classroom. In the primary classrooms, JCS will use technology for differentiation of instruction, improved learning opportunities, formative/summative assessments & feedback. As students progress to the intermediate level technology will become more integrated across the curriculum through the use of hand-held & computer-based systems (i.e. Vernier Software). JCS will utilize technology to enrich & expand

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<sup>9</sup> *Frames Of Mind* by Howard Gardner, published by Perseus, New York, 2004.

high school & college courses delivered via multi-media & web-based instruction. As technology skills penetrate & become rooted across our society, students will be expected to apply the basics in authentic, integrated ways in their life, to solve problems, complete projects & creatively extend their abilities. The National Technology Standards will help our students prepare to work, live, and contribute to the very fabric of their communities. The new technology standards identify several higher-order thinking skills and digital involvement as critical for students to learn effectively for a lifetime and live productively in our emerging global society.<sup>10</sup> These areas include the ability to: Demonstrate creativity and innovation; Communicate and collaborate; Conduct research and use information; Think critically, solve problems, and make decisions; & use technology effectively and productively.

**Community Partners:** Community partnerships will also facilitate the enhancement & inclusion of the arts & vocational education into the curriculum, as well as expand learning options, courses & diversity across the curriculum. JCS will form partnerships with the Wallowa Valley Arts council, the Wallowa Mountain Quilters Guild, the Wallowa County Dance Center & the Wallowa Valley Orchestra to improve instructional options. Identified community resources include local bronze foundries, art galleries, a recording studio & an annual Bronze & Blues festival. The Wallowa Valley Music Alliance offers performance opportunities & purchases musical instruments for students. There are also artists who uses computer-guided lasers to create metal art, who create pottery, wooden furniture, functional found art & other decorative arts, who are willing to work with students. There are numerous dance classes, as well as, mentors for theater & set design. Secondary students will also have opportunities to enroll in

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<sup>10</sup> International Society for Technology In Education, Learning and Leading With Technology

2011

college classes through approved colleges like, Blue Mountain Community College & Eastern Oregon State University. Other community partnerships will also be formed. Wallowa County is the historic home of the Wallowa Band of the Nez Perce Indians, early pioneers, Chinese miners, & African American loggers. Middle school students will study the local history, participate in restoration projects, monitor habitat/species & work with community partners to explore the local environment. Partnering with the US Forest Service to provide a natural resources emphasis, each Fall, middle school staff & students will attend an outdoor school at the Forest Service Guard Station & receive instruction in all disciplines from staff & community partners. In addition, from the community partnerships will emerge highly qualified supplemental course instructors to expand course offerings on site and within the community.

**Mentoring/Career Technical Education & Community Service:** The fifth major focus of JCS is the vocational education/mentoring component, which research has shown is a major factor in increasing the connectedness of the educational process. Capitalizing on the family atmosphere of our school we will form mentoring partnerships between Grades K-5 & Grades 6-12 students—a benefit to all grade levels. Examples include cooperative learning in science, math, technology & programs such as lunch buddy & other mentoring relationships. The mentoring component will teach interpersonal skills, collaboration and communication. Through the use of technology & community partnerships, Career Education will provide meaningful, contextual, real life, hands on experiences. Community partners, including medical professionals, artists, foundry workers, child care workers, restaurants, etc will be invaluable in bringing a first person perspective to the areas of science, health, early childhood education & other fields. The development team is exploring the use of 3-D interactive learning tools, and ways professionals in the community can assist students during labs to reinforce learning objectives & allow

students to interact with professionals in health/science fields to learn about career options & even be an observer as professionals perform their job. The community partnerships & mentor/vocational education component will provide student opportunities to serve internships in fields related to their career interests.

**Personalized Educational Plans:** In 3<sup>rd</sup>-12th grade, a personalized educational plan will be developed & updated on an ongoing basis for each student, to be used as a roadmap to guide instruction. The plan will utilize best practices in education through activities and lessons that incorporate numerous teaching methodologies aimed at targeting academic weaknesses to ensure progress. A program set up on a tablet computer will facilitate teachers in accomplishing this. Using data driven decision making, this plan will include information from assessment scores, multiple intelligences testing & career/interest surveys. This plan will help educators, parents & students make informed educational decisions. The plans will be used to raise academic achievement in core subject areas & requires meeting the instructional needs of all learners using a differentiated delivery system, facilitating the appropriate level of academic support. Varied levels of support are identified for each core area, ranging from advanced learners to learners with the greatest needs. Prior to instruction, using the principles of Data Driven Decision Making, students will complete a series of pre-assessments allowing staff to gather data identifying each student's areas of strength, learning style & areas in need of improvement. The Personalized Learning Plan will then be created and will set measurable goals & built in measurements to ensure appropriate placement & ongoing support. Staff will also be given professional development so they can implement new research based techniques to individualize the needs of a variety of students that have been proven to be effective. An integral part of the Personalized Education Plan is our goal of implementing **School-Wide Positive Behavior**

**Intervention & Supports**, a decision making framework that guides selection, integration and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes and promoting respect for all students.

**Curriculum Selection:** Although the specific curriculum for all levels has not been selected, K-6 classes will use the Reading Street curriculum. The Investigations math curriculum, which stresses hands-on activities, will be implemented for grades 1-5. Focus on Oregon will be used for grades 6-8 Math, with many supplemental hands-on materials. The FOSS science program, which stresses “learning by doing” will be used by grades K-3. The development team will meet weekly beginning 2/12 to formalize the educational framework by 4/12, review a broad range of curricula that supports the integration of the arts & technology by 5/12, & align the curriculum with the State Content Standards 6/12. Unique resources & teaching/learning models, which integrate the Oregon Content Standards with the National Standards for the Arts & the National Technology Standards, will be developed & utilized both within the school site & the community at large. This will involve the development of interdisciplinary lesson plans, teaching approaches & learning methods. Using state of the art research on multiple intelligence & interdisciplinary education, a variety of approaches will create a multitude of innovative learning opportunities utilizing the arts & technology across the curriculum. Each art discipline appeals to different senses & expresses itself through different media making uniqueness in learning opportunities limitless. Using the principles of multiple intelligences, students will use knowledge gained through Career Information Systems & personalized educational plans to help address their areas of interest & expand learning opportunities. Digital projectors, Interwrite Schoolpads, clicker systems, & document projectors will also be used. The following technology & software applications will be explored for use: 1) simulations, i.e. virtual frog

dissections/tours, 2) proficiency-based, on-line courses, 3) real time feedback systems, 4) vernier probes & digital microscopy 5) math applications including two & three dimensional graphing. See Selection Criteria (i) b for more information on curriculum selection.

**Classroom Structure & Types of Instructional Methods:** Classroom structure will be self-contained classrooms in the K-6 levels & departmentalized classroom at the grades 7-12 level. JCS will use a variety of instructional methods, such as, direct instruction, block scheduling, inquiry/experimental based instruction, practical applications, cooperative learning, cross grade grouping, community-based instruction, experiential, project-based instruction, apprenticeships, internships, mentoring, multimedia, on-line & college campus courses. The problem based learning models, curriculum & instruction will transition to more emphasis being placed on cooperative & experimental learning, leading to more formative assessments & immediate feedback. Technology & Art will be integrated across the curriculum. The Elementary schedule will teach reading & mathematics at the same time for all grade levels, facilitating blended multi-age groups for instruction, mentoring & cooperative projects. Presenting core curriculum content in new & innovative ways for math, language arts, science, & social studies is a priority of JCS. Rather than using the traditional “textbook driven, teacher presenter” model, teachers will facilitate student directed inquiries. For example, JCS students will learn math, science, & economics by designing & building a greenhouse & cultivating a community garden. Researching & deciding what will be grown, older students will teach younger students the science of growing plants & will develop a marketing plan to determine how profits from the garden will be used. Harvested food will also be used in the cafeteria and donated to the local food bank. 7<sup>th</sup> & 8<sup>th</sup> grade teachers are committed to cross-curricular instruction & a modified block schedule will allow time for field trips & place based educational experiences. Classes for

grades 9-12 will be scheduled with four ninety minute blocks per day. Students will meet in each class twice a week. These extended periods will allow ample time to do hands-on learning, utilize technology, access on-line courses, & involve community partners. English & social studies classes will be scheduled back to back as will science/math classes. This integrated approach will provide the luxury of 180 minute blocks of time in which to have field experiences, & will facilitate the involvement of community members & will demonstrate cross-curricular learning. The remaining four periods a week will be used for other state-required courses & electives. Each student will have one block a week dedicated to their “enrichment” course—whether it is being taught on site or off-campus at an art studio, foundry, metal shop, or dance studio. Students will have access daily to computers in classrooms. In addition to computer labs for use by all students, laptops will be available for classroom use K-6th. By August 2013, laptops will be purchased for every student 7<sup>th</sup> - 12<sup>th</sup>.

**Selection Criteria (i) b. Enabling All Students to Meet State & Local Academic Standards:**

The Oregon Content Standards will be the foundation for implementing the educational program at JCS. JCS will maintain areas of high academic success, while identifying & addressing curricular areas for improvement. JCS will work with curriculum alignment & mapping on an ongoing basis. The charter council will work with district staff, consultants & community partners to provide professional development on standards, data driven decision making & professional learning communities. This, combined with local in-service & collaborative planning sessions will allow staff to align standards, investigate new research & implement strategies in regard to curriculum & instruction. There will be emphasis in teacher training on the standards to ensure that all instruction addresses the Oregon benchmarks & standards. JCS will utilize the research-based applications that will help address NCLB’s

requirements for improving accountability for student achievement, scientifically sound materials, preparing highly qualified educators, providing high-quality professional development & using educational practices that are proven effective. We know that simply teaching to the Standards is not enough. There needs to be significant effort made to anticipating the learning needs of students who are struggling and proactively offering interventions to meet those needs. Another component of our educational program is the development of Personalized Learning Plans as described in Selection Criteria (i) a above. Using the principles of multiple intelligences, assessment scores & career/interest surveys, each of our students in grades 3-12 will develop, with staff & parents, a Personalized Educational Plan, focusing on their goals, interests & strengths. The plans will be used to raise academic achievement in core subject areas & requires meeting the instructional needs of all learners using a differentiated delivery system, allowing the appropriate level of academic support. Varied levels of support are identified for each core area, ranging from advanced learners to learners with the greatest needs. Prior to instruction students will complete a series of pre-assessments allowing staff to gather data identifying each student's areas of strength, learning style & areas in need of improvement. A Personalized Learning Plan will then be developed that will set measurable goals & built in measurements to ensure appropriate placement & ongoing support. Staff will be given professional development so they can implement new research based techniques that are proven to assist students. There will also be significant effort made to enhancing basic math, writing, & reading literacy to bring students who are delayed to an optimum level of achievement so they may meet all standards, including the integration of Essential Skills. JCS will provide adequate professional development opportunities to enhance success in meeting standards. This combined

with collaborative planning sessions will allow staff to effectively & efficiently align standards, investigate new research & implement effective instructional strategies.

Using the principles of Data Driven Decision making, beginning February 2012, the project director will develop committees made up of teachers & parents who will meet weekly to review the state content standards & state assessment results ( by 3/1/12); review the academic framework for JCS (by 4/1/12) review a broad range of curriculum selections to facilitate the integration of the National Technology Standards, the Career Educational component & the National Standards of the Art across the curriculum K-12 (by 6/1/12) & ensure the core curriculum options align with the Oregon State standards by 7/31/12. The use of a product such as “Curriculum Mapper’ is under consideration to assist in this process. By July 2012, the team will develop pre/post common formative assessments, aligned to state assessments to determine student needs around each priority standard prior to instruction. By July 31, 2012, course outlines & curriculum for all courses, including new classes, will be developed & aligned with the Oregon standards & the National Technology Standards & Best Practices for Technical & Career Education & the National Arts Standards. Utilizing the Professional Learning Team process, each teacher will have a yearlong curriculum plan to teach every standard. For additional information on how JCS will facilitate meeting standards see Selection Criteria (i) a. Curriculum, Classroom Structure & Instructional Methods above.

**Selection Criteria (ii) The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school. (3 points)**

**Selection Criteria (ii) a. Governance Structure**

**As a district conversion,** JCS is not required to become a non-profit corporation, under Oregon Statute (ORS 338.035 (2) (b) but will have full management, legal & fiscal autonomy.

JCS has two levels of governance. In a quirky wrinkle of the law, in the case of single school charter district conversions, the district must maintain a district governing board—the board that granted the charter to the charter school and must monitor legal, ethical and academic compliance. But the law also requires the charter school to be an autonomous body and to have its own charter governing body—in this case the Joseph Charter Council. The Governing Board of Joseph School District, roles & responsibilities include: monitoring fiscal affairs; selecting/evaluating administrative staff; charter accountability & revision, monitoring individual & overall school academic performance, offering support services through legally developed Memorandum of Understanding contracts & ensuring the curriculum aligns with the mission. The Charter School Council, a legal and fiscal autonomous body, is composed of: 2 parents, 2 employees & 3 at large positions. Members will serve two year, rotating terms & decisions are made by majority vote. The role of the Charter Council is: approving contracts & decisions regarding facilities; development/approval of budget; development/coordination of professional growth; establishing & approving all major educational & operational policies & procedures, implementation & improvement of instructional program; administration of grants, ensuring that grant/student/school goals are addressed; maintaining communication with the District Board. JCS has the option of purchasing services from the District with a Memorandum of Understanding (i.e. transportation, food, facilities, etc). The governing board of Joseph School District does have a responsibility to do a site visit at least annually & must ensure that the charter school is functioning with high legal, ethical & academic standards.

**Selection Criteria (ii) b. Charter School Exemption From Statutes & Rules**

ORS 338.115 states that charter schools are exempt from all statutes & rules that apply to other public schools, except for the following:

- **Federal law**, including federal & state special education laws & regulations that implement federal special education laws. The Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, & the Americans with Disabilities Act (ADA)
- **Public meeting law** (ORS 192.610 to 192.690)
- **Municipal audit law** (ORS 297.405 to 297.555 & 297.990)
- **Criminal background checks** (ORS 181.539, 326.603, 326.607 & 342.232)
- **Textbook adoption procedures** (ORS 337.150)
- **Prohibition against tuition & fees** (ORS 339.141, 339.147 & 339.155)
- **Discrimination** (ORS 659.150 & 659.155)
- **Tort claims** protections (ORS 30.260 to 30.300)
- **Health & safety** statues & rules
- **Statewide assessment** (ORS 329.485)
- **Academic content standards** (ORS 329.045)
- Any statute or rule that establishes **requirements** for school year & school day **instructional time**.
- ORS 339.250 (12) **prohibition on infliction of corporal punishment**.
- ORS 339.370, 339.372 & 339.375 (**reporting of child abuse**).
- Any statute, agreement or rule specified in **the charter**
- The provisions of ORS 338 (Oregon State **Charter School laws**)
- The provisions of ORS 337.150 (The school shall provide textbooks for free use by all pupils enrolled in kindergarten through grade 12.)

As provided in ORS 338.035 (7), JCS shall not be affiliated with any nonpublic sectarian school or religious institution. As provided in ORS 338.115 (4), JCS shall not violate the

Establishment Clause of the First Amendment of the United States Constitution or Section 5, Article I of the Oregon Constitution, or be religious-based. In addition, JCS has adopted policies which were required by law, or deemed necessary.

**Selection Criteria (iii) The extent of community support for the application (3 points)**

**Please also see Selection Criteria (vi) Parental & community involvement.**

JCS will utilize a multitude of marketing techniques—newspapers, radio, website, flyers & forums. We will outreach to community agencies such as law enforcement, social services, & home school groups. Targeting at risk students that have medical problems, are pregnant or parenting, working, have been suspended multiple times, are credit deficient, or are behind on their path to graduation, JCS will individualize need by offering: on-line classes to allow flexible scheduling, credit for proficiency by testing to meet standards, direct support for areas of weakness, a hybrid of course offerings consisting of traditional/on-line & more hands-on courses to keep students engaged. JCS offers the right of choice as the only charter school available within 40 miles & the only school providing a Natural Resources/Technology curriculum, emphasizing multiple intelligences, community partnerships, Individual Learning Plans & improved career educational opportunities within the County.

JCS is a school of choice. Enrollment at JCS is and must be voluntary. All students, including students with disabilities, are eligible for enrollment. Students will be eligible for admission without regard to ethnicity, national origin, gender, disability, economic level or achievement level. Age and grade are the only criteria. As a district conversion, the law requires the district to admit all district students if they choose to enroll. If the number of applications from resident students exceeds the number of spaces available, JCS must select non-resident students for enrollment through an equitable, blind lottery. School student vacancies will be

filled by using that waiting list. Each year, once the waiting list is established, students are added to the respective list on a first come, first serve basis. Once a nonresident student has been enrolled, the nonresident student will not be bumped by a resident student who wishes to enroll at a later date. The lottery process described above may be modified in accordance with any waivers granted by the Oregon State Board of Education that are also in accordance with Federal law. JCS will be non-sectarian in its programs, admissions policies, employment practices, and all other operations and shall not charge tuition. As provided in ORS 338.125(1), in subsequent years, after year one of operation JCS may give admissions preference to students who were enrolled in JCS in the prior year and siblings of students currently attending, even if those were non-resident students.

**Selection Criteria (iv) The quality of the strategy for assessing achievements of the charter school’s objectives (15 points)**

**Selection Criteria (iv) a. School Accountability Plan & School Objectives** [Please note that the School Objectives align with, but are different than, the Project Goals/Objectives listed in Selection Criteria (viii)]:

**note that the School Objectives align with, but are different than, the Project Goals/Objectives listed in Selection Criteria (viii)]:**

JCS is committed to adhering to the highest standards of academic & fiscal accountability. The charter council will meet monthly with the district superintendent to discuss compliance with district policy & any changes to charter laws. Annually, in July, the school director will provide a School Accountability Performance Report to the Charter Council, the School Board, parents & the general public. This report will include information on the educational program, school/student goals, academic standards & achievement, Annual Yearly Progress & the Report

Card, in addition to information on all financial & business components. The annual financial audit will be provided to ODE, the State Board of Education, Joseph School District & the public.

### **School Objectives**

**Objective 1:** By July 2012, JCS will develop a high quality in-service plan for ongoing professional development, to include at a minimum, researched based instructional procedures, National Standards for Arts Education, the National Technology Standards, Oregon Content Standards, place based instruction, community partnerships, , mentoring/career education & community service, multiple intelligences, Personalized Learning Plans, Positive Behavioral Interventions & Support with specific dates to begin implementation by September 2012 & ongoing throughout the life of the school. A needs assessment will be conducted in June of each year to determine training priorities for the coming year.

**Objective 2:** By July 31, 2012, JCS will develop a plan for on-going evaluation & assessment, both formal & informal of the educational program of JCS. By July each year student performance data will be collected, analyzed & reported to the Board, the Charter School Council & the community. The Oregon Content standards, National Technology Standards, National Standards of the Arts, National Career Development Framework, & the standards of the National Association of Peer Programs: Programatic Standards & Ethics (mentoring), Positive Behavioral Interventions & Support will serve as the foundation of this evaluation rubric. Baseline data will be collected by 9/1/11.

**Objective 3:** By July 31, 2012 a JCS website will be developed & maintained on an ongoing basis & beginning September 2012, monthly newsletters will be posted.

**Objective 4:** Commencing June 2012, JCS will conduct annual surveys of parents/students/staff to drive quality management & parental involvement.

**Objective 5:** JCS will form a committee by March 2012, to develop & maintain community partnerships/resources to facilitate the integration of the arts & technology across the curriculum & to facilitate career education & apprenticeships.

**Selection Criteria (iv) b. Student Accountability Plan & Student Objectives:**

**Student Accountability Plan:** JCS' overall student accountability plan will include both on-going & annual measures of assessment. Annually, students will be assessed using Oregon State Assessment tools. The standards of academic performance will be keyed to the Oregon Content Standards & the National Technology & Arts Standards. Students will also be evaluated using a rubric to be developed in the School Objectives. Student progress will also be assessed through a variety of means: in house testing, formative assessments in the classroom (to assure differentiation of instruction), state mandated assessments, course specific exams, teacher observation, criterion referenced tests, student demonstrations/projects & work products. Students will be assessed using programs like Diebels, Easy CBM, Read Naturally, Gates Math, Accelerated math, in house writing assessment & the Oregon Standardized Assessment (OAKS). Student conferences will occur with instructors to assess progress & to develop Personal Education Plans based on learning style, interests, assessment scores & career interests & goals to maximize learning opportunities. In addition, School-Wide Positive Behavioral Support and Interventions, a decision making framework that guides selection, integration and implementation of the best evidence based academic and behavioral practices for improving important academic and behavior outcomes for all students will be utilized.

**Student Objectives**

**Objective 1:** By June of each academic year, given state standards by grade level, 75% of students within two years of entering JCS will perform annually in each of the academic areas tested, at or above the mean for all Oregon public schools upon completion of the respective program assigned to that grade level as measured by the Oregon State Assessment System (OAKS). Within three years, 80% of students who have attended JCS for three years will meet or exceed the standards as measured by OAKS. Within 4 years, by June 2016, 90% of students who have attended JCS for four years will meet or exceed the standards as measured by the Oregon State Assessment System.

**Objective 2:** By June 2013, the end of the second year of operation, 99% students at JCS will meet or exceed the National Technology Standards at their grade level, assessed through *Simple Assessment* & tracked through work samples & report cards.

**Objective 3:** By June of each year, at least 98% of students will take part in at least one public artistic demonstration/exhibition, tracked through presentation/report cards.

**Objective 4:** Annually by June of each year, 99% of all students grades K-12 will take part in a mentoring/career oriented/vocational readiness and community service project tracked through presentations/report cards.

**Objective 5:** Annually in September of each academic year, working with staff & parents, 100% of students in grades 3-12 will develop/update their Personalized Education Plan, based on multiple intelligences, interest surveys, career interests & assessment results & input from Positive Behavior Support & Interventions.

**Selection Criteria (v) Existence of a charter or performance contract between the charter school & its authorized public chartering agency. (5 points)**

JCS has had a signed charter contract with Joseph School District (October 12, 2010) (See attached to Other in this grant) but cannot open with its full vision and mission without grant funds. JCS is totally autonomous from the District, its chartering entity. Consistent with **Application Requirement (iii) of this grant proposal**, the Charter Contract and/or Proposal application describes how student performance will be measured in the charter school pursuant to State assessments that are required of other schools within Oregon & pursuant to any other assessments mutually agreeable to the authorized public chartering agency. The district has received a copy of this grant proposal.

**Selection Criteria (vi) The extent to which the proposed project encourages parental & community involvement. (3 points)**

In the fall 2009, parents of seniors approached school staff, expressing concern that of the original 21 students entering high school in 2005, only twelve were going to graduate. The others moved without enrolling in another district, attended an alternative school without earning enough credits, or simply quit coming to school. Once the dialog began, it was a consensus that business did not have to be “good enough”. A questionnaire was designed & asked other parents what they would like to see in an ideal school. The questionnaire also contained a request for volunteers to be part of the committee to investigate becoming a charter conversion. The results of the questionnaire clearly demonstrated support for a district charter school conversion. Focus groups meetings were held to articulate the mission/purpose/goals of the proposed school & community partnerships were identified. An email database of interested parents was established. The initial meetings created a development team which grew into an initial Charter School Council. Parents & community members were the driving force behind the development of JCS & were **involved in developing the vision & framework** for the school, including the

charter application & contract. As Charter Council members, they **will be** integral to its continued development & operation by providing a role in governance **& participating** as volunteers at the school & involved partners, as members of the Charter School Council, the Governing Board & the Parent Club.

**Selection Criteria (vii) Quality of the Personnel (25 points)**

This criteria will be answered in two ways. The first is a description of the quality of the grassroots founding board members. The second is a description of the hiring practices that will be employed at Joseph Charter School .

**Selection Criteria (vii) a. Quality of the Personnel-Founding Board**

**Peg Nave** owned WildFlour Bakery in Joseph, OR for twelve years and hired many high school aged employees from Joseph High School. After selling the bakery, she currently works for an Environmental Compliance and Permitting company, Bio-Resources, Inc., out of Enterprise. Peg Nave is an active volunteer in the community, coaching soccer and t-ball and a sitting board member with the Soccer Association, Commission on Children and Families, as well as the Joseph Charter School. She is a presence in the school, helping out in the classrooms of her children and volunteering with extracurricular programs. In the past, she has taught a girls' program called Choices for 5th grade girls, a violence prevention program called 2nd Step for kindergarteners through 5th grade, and was a volunteer for CASA. Her interest is in creating as many opportunities for our children to be educated and exposed to various forms of art as well as providing access to technology that will enhance our children's world view and prepare them for the future.

**Stephanie Williams**-Charter School Board Member Stephanie Williams holds a BS degree in Business and Masters Degree in Social Work. She currently works as a mental health therapist at Wallowa Valley Center for Wellness and previously worked as a child welfare case worker and supervisor. Involvement as Assistant Mother Advisor for the International Order of Rainbow for Girls, as a member of the Mental Health Advisory Board for Wallowa County, and as a member of the Commission on Children & Families keeps her active in the lives of her children, as well as others in the community. Interests include expanding opportunities for outdoor education and the arts for every student.

**Josh Kesecker** As the Technology Coordinator for the Wallowa County ESD (and a parent of two art-loving students) Josh Kesecker has a vested interest in the performance of the Joseph Charter School. Through his position and over 12 years of experience, he is intimately familiar with educational technology and its presence and potential within the school. His involvement on the council extends beyond guidance, as he is also able to help execute plans in his daily work.

**Leah Johnson** serves as a board member for the Wallowa Valley Arts Council and has organized and chaired the annual community youth arts festival for several years. She graduated from Lewis and Clark College in Portland, Oregon with a BA in Art, teaches drawing classes, and shows and sells her artwork. She and her husband own a hardware business and she works as the marketing coordinator for Community Bank.

**Lance Homan** graduated from Southern Oregon University with a degree in elementary education and has thirteen years of experience teaching middle school and special education classes. Having coached tee-ball, little league, middle school golf, basketball, and football and high school basketball, golf, and football, Lance enjoys helping students follow their passion and find success in their activities. As a parent, Lance is involved as a volunteer in the

classrooms and works closely with the teachers. He serves as the liaison between the community members and the school in setting up extended learning opportunities for students in the performing arts, visual arts, and fine arts.

**Shilo Blankenship** is a first grade teacher who believes in education of the “whole” child. She has an open door policy where parents are encouraged to help in the classroom at any time. She believes that technology is a valuable tool to use in every facet of the curriculum and also integrates art into her daily instruction of math, reading, writing, and science.

**Selection Criteria (vii) b. Quality of the Personnel-Employment Practices of Joseph Charter School**

Joseph Charter School will hire a highly qualified administrator licensed through the Oregon Teacher Standards & Practices Commission to run the day to day activities of the school. The charter council will be responsible for evaluating the School Administrator. The evaluation process will include specific & measurable goals consistent with the Interstate School Leaders Licensure Consortium’s six standards for school leaders. The standards address key elements of teaching, & learning, administrative duties, accountability, community involvement & cultural competencies. All teachers will meet the requirements of “highly qualified” as defined in No Child Left Behind & will be licensed through the Oregon Teacher Standards & Practices Commission. Joseph Charter School will seek to encourage applications for employment from persons who are members of groups that traditionally have been underrepresented based on race, color, national origin, gender, age or disability & will not discriminate on any basis, including race, color, national origin, gender age or disability. JCS will recruit to fill new openings by placing advertisements in publications that focus on underrepresented groups & through institutions of higher learning with high percentages of students from underrepresented groups.

All staff will complete a multi-phase interview process and upon condition of employment will be fingerprinted and cleared through a criminal background check. All staff will be familiar with and in agreement with the mission of Joseph Charter School and will maintain the highest ethical standards. Joseph Charter School seeks to hire committed staff who have deep respect for the uniqueness of others and truly care about the broad range of parents and students with whom they will come into contact. In addition, all staff will be committed to maintaining high expectations for all students as well as themselves. All staff will be committed and believe that all students can be successful. It will be mandatory that all staff take part in all professional development training.

**Selection Criteria (viii) Quality of the Management Plan (16 points)**

A project director will be paid a stipend to oversee development & implementation of the grant project, school and student objectives, & complete all required reports during Planning and the 2 years of Implementation of the grant timeline.

**Fiscal Practices & Policies:** Joseph Charter School will conduct financial operations according to state law, Generally Accepted Accounting Principles, established policies & procedures, including a strong conflict of interest policy, the highest ethical standards & will follow a well-developed business plan approved by the Charter Council. Administration of the funds will be under direction of the Charter Council. The results of an annual financial municipal audit will be provided to Joseph School District, Oregon Department of Education, the Oregon State Board of Education, & the public. This audit will also include results of all operations & transactions affecting the financial status of the school during the preceding audit period & a balance sheet containing a summary of the assets & liabilities. Staff employed by Joseph Charter School will be responsible for payroll, purchasing & receiving, personnel issues, budget

development, overseeing contracts & other related fiscal matters. All employees & service providers dealing with fiscal issues will have extensive experience in business/budgetary responsibilities. Following is a description of how the grant funds will be spent for each goal/objective, the timelines & associated tasks to achieve the milestones are indicated.

**Goal 1- Develop a high quality charter school with an emphasis on the Arts, Technology and Career Development, for grades K-12, that will promote high academic achievement & varied curricular options.**

**Goal 1 Objective 1: Open School & Increased Academic Achievement** By June 2012, JCS will open to provide a technology enhanced environment, aligned with the Oregon Content Standards, utilizing the principles the National Technology Standards, the National Standards of Art Education, multiple intelligences, place based education, enhanced Career/Technical educational opportunities, community partnerships & Personalized Educational Plans, mentoring & community service that will improve academic performance of all students, 75% of whom will meet or exceed standards as measured by the Oregon State Assessment System (OAKS), within two years of entering JCS. Within three years, by June 2015, 80% of students who have attended JCS for three years will meet or exceed the standards as measured by OAKS. Within 4 years, by June 2016, 90% of students who have attended JCS for four years will meet or exceed the standards as measured by the Oregon State Assessment System.

**Goal 1 Objective 1 Tasks Planning Phase**

► Project director to work with teachers to develop new courses & select, align curriculum & a plan/process for ongoing evaluation of the success of the components of the school. Target Dates: 10/1/11-7/1/112

► Consultation to select & align all components of curriculum (Oregon content Standards, National Technology Standards, National Standards of the Arts, community partnerships, place based learning, Career Technical Education, Mentoring, community service), develop course outlines & develop a plan for ongoing evaluation of the educational components of the school.

Target Dates: 10/1/11-7/1/112

► Misc. books on National Technology Standards, place based learning, multiple intelligences, Personalized Education Plans, National Standards of Arts Education, Career Technical Education, Mentoring, Community Service, etc. Target Dates: 10/1/11-7/1/112

► Repair & refurbish building & grounds to meet local, ADA & safety codes, including paying contractors. & developing computer lab to allow school to open able to fulfill vision & mission.

Target Dates: 10/1/11-7/1/12

### **Goal 1 Objective 1 Tasks Implementation Year 1**

► Project director to work with teachers to evaluate & revise courses & review & revise curriculum to ensure alignment & to implement the plan/process for ongoing evaluation of the success of the components of the school. Target Dates: 7/1/12-7/1/13

► Consultation to review, evaluate selected curriculum & make adjustments to ensure alignment, review and adjust course outlines & implement a plan for ongoing evaluation of the educational components of the school. Target Dates: 7/1/12-7/1/13

► Misc. books on National Standards on Arts Education, place based learning, multiple intelligences, Personalized Education Plans, Positive Behavior Support, National Technology Standards, etc. Target Dates: 7/1/12-7/1/13

► Purchase curriculum & supplies for vocational education courses, National Technology Standards, National Standards of the Arts, curriculum, and new course development (i.e. digital

microscopes, dissection materials, teaching software, art supplies, music supplies). Target Dates: 7/1/12-7/1/13

▶ Purchase materials/supplies for vocational education classes. Target Dates: 7/1/12-7/1/13

▶ Purchase hand-held learning tools, tablet computers & Assessment Technology iPod Touches charge pads, clickers & Vernier Probeware. Target Dates: 7/1/12-7/1/13

▶ Software to track assessment results & ongoing evaluation of the components of the school. Target Dates: 7/1/12-7/1/13

### **Goal 1 Objective 1 Tasks Continued Implementation Year 2**

▶ Project director to work with teachers to continue to evaluate & revise courses & review & revise curriculum to ensure alignment & to continue implementation of the plan/process for ongoing evaluation of the success of the components of the school. Target Dates: 7/1/13-7/1/14

▶ Stipends for teachers to work with consultants to review, evaluate impact of selected curriculum and adjust to ensure alignment of curriculum & new course outlines. Target Dates: 7/1/13-7/1/14

▶ Consultation to review, evaluate selected curriculum & make adjustments to ensure alignment, review and adjust course outlines & continue implementation of a plan for ongoing evaluation of the educational components of the school. Target Dates: 7/1/13-7/1/14

▶ Misc. books on technology, arts curriculum, place based learning, multiple intelligences, Personalized Educational Plans, Mentoring, career education, Positive Behavior Support, etc. Target Dates: 7/1/13-7/1/14

▶ Curriculum & supplies for all courses, and new course development (teaching software). Target Dates: 7/1/13-7/1/14

▶ TBD materials/supplies for vocational education classes. Target Dates: 7/1/13-7/1/14

▶ Hand-held learning & Assessment Technology iPod Touches, charge pads, clickers & Vernier Probeware. Target Dates: 7/1/13-7/1/14

▶ Software to track assessment results & ongoing evaluation of the components of the school & prepare final report. Target Dates: 7/1/13-7/1/14

**Goal 1 Objective 2: Professional Development** Beginning February 2012, staff selected by the project director will meet weekly to develop a Professional Development Plan (By April 2012), including, at a minimum, training on the National Technology Standards, Multiple Intelligences, National Standards of the Arts, Personalized Learning Plans, Career Technical Educational component, Oregon Content Standards, & principles of place based education & research based techniques to individualize instruction, School-Wide Positive Behavior Support, Mentoring, community service. Implementation will begin 7/12 & be ongoing. The plan will be revised annually in June based on a needs assessment. All grant phases.

#### **Goal 1 Objective 2 Tasks Planning**

▶ Project director or designee to coordinate development of Professional Development training plan (By 4/1/12) & outline for teacher training manual (By 6/1/12). Target Dates: 10/1/11-7/1/12

▶ Consultation to develop in-service training plan (4/1/12) & outline for teacher training manual. (By 6/1/12) Target Dates: 10/1/11-7/1/12

#### **Goal 1 Objective 2 Tasks Implementation Year 1**

▶ Project director to coordinate & implement training plan. Target Dates: 7/1/12-7/1/13

▶ Hire consultants to assist with various training components Target Dates: 7/1/12-7/1/13

▶ Stipend for teachers to attending training components Target Dates: 7/1/12-7/1/13

▶ Misc. materials & copying for training binders. Target Dates: 7/1/12-7/1/13

▶ Travel to national & state charter school conferences & training—National Technology Standards, National Standards of the Arts, Career Technical Education Conferences, Mentoring/Community Service, Placed Based Learning, School-Wide Positive Behavioral Interventions & Supports. Target Dates: 7/1/12-7/1/13

### **Goal 1 Objective 2 Tasks Implementation Year 2**

▶ Project director to develop, coordinate & implement training plan based on feedback from June 2012 for continued Implementation. Target dates 7/1/13-7/1/14

▶ Hire consultants to assist with various training components. Target dates 7/1/13-7/1/14

▶ Stipend for teachers to attending training components Target dates 7/1/13-7/1/14

▶ Travel to national & state charter school conferences & training—Technology, Arts, Positive Behavior Support, Career Education, mentoring, placed based instruction, grant meeting. Target dates 7/1/13-7/1/14

**Goal 1 Objective 3: Technology Infrastructure & Application** By January 2012, the project director will meet with the a group of teachers to develop (By April 2012) a best practices, comprehensive Technology Infrastructure & Educational Plan to strengthen instruction & allow the enhanced application of technology K-12 by July 2012. Ongoing

### **Goal 1 Objective 3 Tasks Planning**

▶ Project Director to coordinate development of Technology Infrastructure & Educational Plan with the Technology Coordinator. Target Dates: 10/1/11-7/1/12

▶ Consultation for development of Technology Infrastructure & Educational Plan Target Dates: 10/1/11-7/1/12

▶ Teacher stipend to assist in developing the Technology Infrastructure & Educational Plan. Target Dates: 10/1/11-7/1/12

- ▶ Purchase misc. supplies & copying. Target Dates: 10/1/11-7/1/12
- ▶ Travel & Conference to conferences & other schools regarding Technology Infrastructure & Educational Plan & National Technology Standards. Target Dates: 10/1/11-7/1/12
- ▶ After completion of Technology Infrastructure & Education Plan, Project Director or designee to purchase as needed, wiring, modem, servers, switches, router & installation for computer lab, wireless access throughout school so school can open with full access in September 2012. Target Dates: 10/1/11-7/1/12
- ▶ Web cam set up for high school to provide field work observation, interactive classes, including early college classes & to allow students to communicate with students in other parts of the world. Target Dates: 10/1/11-7/1/12

**Goal 1 Objective 3: Tasks Implementation Year 1**

- ▶ Project Director or designee stipend to implement Technology Infrastructure & Educational Plan. Target Dates: 7/1/12-7/1/13
- ▶ Consultants to implement Technology Infrastructure & Educational Plan.
- ▶ Project Director or designee to purchase Laptop Computers, printers, document scanners, charging carts, digital cameras, instructor tablet computers and other peripherals for grades 7-12, as determined in Technology Infrastructure & Education Plan. Target Dates: 7/1/12-7/1/13

**Goal 1 Objective 3: Tasks Implementation Year 2**

- ▶ Project Director or designee stipend to continue implementation of Technology Infrastructure & Educational Plan. Target Dates: 7/1/13-7/1/14
- ▶ Consultants to continue implementation Technology Infrastructure & Educational Plan. Target Dates: 7/1/13-7/1/14

► Web cam set up for elementary students to provide field work observation, interactive classes, and communication with students in other parts of the world, enhance professional development opportunities. Target Dates: 7/1/13-7/1/14

► Laptop Computers, printers, document scanners, charging carts, digital cameras, document cameras, instructor computers, robotics and other peripherals for Grades K-6 Target Dates: 7/1/13-7/1/14

**Goal 2 Develop community partnerships/mentorships, including active parent participation that will enhance the academic program, reduce drop out, increase drop out retrieval and increase college attendance.**

**Goal 2 Objective 1** Project Director will develop & implement (By April 2012) an outreach plan to identify/formulate Community partnerships (By May 2012), Career Technical Educational opportunities (By June 2012), and supplemental course instructors with specific course outlines (By June 2012). Ongoing

**Goal 2 Objective 1 Tasks Planning Phase**

► Project director stipend to work with Charter Council to develop & implement a community outreach plan. Target Dates: 10/1/11-7/1/12

► Consultation assistance for development of outreach plan & development of JCS brochure. Target Dates: 10/1/11-7/1/12

► Travel & Conference to other charter schools which utilize community involvement. Target Dates: 10/1/11-7/1/12

► Advertising for community outreach meetings. Target Dates: 10/1/11-7/1/12

► Misc. fees supplies & copying. Target Dates: 10/1/11-7/1/12

► Purchase computer & projector for outreach meetings. Target Dates: 10/1/11-7/1/12

### **Goal 2 Objective 1 Tasks Implementation Year 1**

▶Project Director or designee will work with the Charter Council to develop a list of Community Partnerships, including colleges with whom a Memorandum of understanding will be developed. Target Dates: 7/1/12-7/1/13

▶Project Director or designee will work with the Charter Council to compile a list of Career Technical Education opportunities within the community and will develop an MOU with each individual/group or organization. Target Dates: 7/1/12-7/1/13

▶Project Director or designee will work with the Charter Council to develop a list of Supplemental Course Instructors and course outlines and will ensure appropriate registration with Teacher Standards & Practices Commission. Target Dates: 7/1/12-7/1/13

▶Consultation to work with Project Director or designee and the Charter Council to legally establish community partnerships, Career Technical Educational opportunities. Supplemental Course Instructors with course outlines & outreach to home school, at risk and non resident students. Target Dates: 7/1/12-7/1/13

▶Upgrade website to reflect mission & to enhance community outreach. Target Dates: 7/1/12-7/1/13

### **Goal 2 Objective 1 Tasks Implementation Year 2**

▶Project Director or designee to evaluate goal 2 Objective 1 from previous year, revise as needed and continue to work with the Charter Council to develop a list of new Community Partnerships with whom a Memorandum of understanding will be developed. Target Dates: 7/1/13-7/1/14

▶Project Director or designee evaluate objective from previous year, revise as needed and continue to work with the Charter Council to compile a list of additional Career Technical

Education opportunities within the community and will develop an MOU with each individual/group or organization. Target Dates: 7/1/13-7/1/14

► Project Director or designee to evaluate list from previous year, revise as needed and continue to work with the Charter Council to develop a list of additional Supplemental Course Instructors and course outlines and will ensure appropriate registration with Teacher Standards & Practices Commission. Target Dates: 7/1/13-7/1/14

► Consultation as needed to continue to work with Project Director or designee and the Charter Council to legally establish community partnerships, Technical career Educational opportunities. Supplemental Course Instructors with course outlines. Target Dates: 7/1/13-7/1/14

► Upgrade website as needed to reflect mission & to enhance community outreach. Target Dates: 7/1/13-7/1/14

**Goal 2 Objective 2:** By April 2012 the JCS will develop a Volunteer/Mentorship Program to encourage parents & other community members to volunteer at least twice each year. Volunteer time will be tracked with sign in sheets at each site.

#### **Goal 2 Objective 2 Tasks Planning**

► Project Director working with Charter Council and selected teachers will develop a Volunteer Mentorship plan to encourage parent and community volunteers and mentors. Target Dates: 10/1/11-7/1/12

► Project Director working with Charter Council and selected teachers & parents will identify tasks in which parent and community could take part as volunteers and mentors. Target Dates: 10/1/11-7/1/12

► Project Director will develop & conduct a parent/community survey to identify areas of interest of volunteer mentorship. Target Dates: 10/1/11-7/1/12

### **Goal 2 Objective 2 Tasks Implementation Year 1**

► Project Director working with Charter Council and selected teachers will implement a Volunteer Mentorship plan to encourage parent and community volunteers and mentors. Target Dates: 7/1/12-7/1/13

► Project Director to continue working with Charter Council and selected teachers & parents will identify tasks in which parent and community could take part as volunteers and mentors. Target Dates: 7/1/12-7/1/13

### **Goal 2 Objective 2 Tasks Implementation Year 2**

► Project Director to evaluate Year 1 Volunteer Mentorship, revise & continue implementation of Volunteer Mentorship plan to encourage parent and community volunteers and mentors. Target Dates: 7/1/13-7/1/14

► Project Director to continue working with Charter Council and selected teachers & parents to identify tasks in which parent and community could take part as volunteers and mentors. Target Dates: 7/1/13-7/1/14

**Goal 2 Objective 3** Project Director working with the Response To Intervention Teacher and Attendance office will develop & implement (By April 2012) an outreach plan to identify and reach out to at risk, marginalized students or students who have stopped coming to school. Target Dates: 7/1/13-7/1/14

### **Goal 2 Objective 3 Tasks Planning**

► Project Director, Charter Council and Response To Intervention Teacher will develop an outreach plan to identify and reach at risk, marginalized students. Target Dates: 10/1/11-7/1/12  
survey for parents and at risk, marginalized students to gain feedback, understanding and a plan to better meet their needs. Target Dates: 10/1/11-7/1/12

### **Goal 2 Objective 3 Tasks Implementation Year 1**

► Project Director, Charter Council and Response To Intervention Teacher to implement outreach plan to identify and reach at risk, marginalized students, including home visits making home visits to identified students. Target Dates: 7/1/12-7/1/13

► Project Director, Charter Council and Response To Intervention Teacher to implement a survey for at risk, marginalized students and their parents to gain feedback, understanding and a plan to better meet their needs. Target Dates: 7/1/12-7/1/13

### **Goal 2 Objective 3 Tasks Implementation Year 2**

► Project Director, Charter Council and Response To Intervention Teacher to review previous years data, revise and continue implement outreach plan to identify and reach at risk, marginalized students, including home visits making home visits to identified students. Target Dates: 7/1/13-7/1/14

► Project Director, Charter Council and Response To Intervention Teacher evaluate data from previous year, revise as necessary and continue to implement a survey for at risk, marginalized students and their parents to gain feedback, understanding and a plan to better meet their needs. Target Dates: 7/1/13-7/1/14

### **Goal 3 Develop a school environment that promotes diversity & respect for self & others.**

**Goal 3 Objective 1 Promote Diversity** By February 2012 the Project Director & charter council will develop a plan to promote diversity within JCS.

#### **Goal 3 Objective 1 Tasks Planning**

► Develop a policy & procedure to enhance diversity & respect within the school environment.

Target Dates: 10/1/11-7/1/12

► Develop a survey to gain input from parents and students regarding school milieu. Target Dates: 10/1/11-7/1/12

► Implement a plan for community outreach to enhance diversity within the school environment, including outreach in Spanish. Target Dates: 10/1/11-10/1/12

**Goal 3 Objective 1 Tasks Implementation Year 1**

► Evaluate, revise as necessary & continue to implement policy & procedure to enhance diversity & respect within the school environment. Target Dates: 10/1/12-10/1/13

► Evaluate & revise as necessary & continue to implement a plan for community outreach to enhance diversity within the school. Target Dates: 10/1/12-10/1/13

**Goal 3 Objective 1 Tasks Implementation Year 2**

► Evaluate, revise as necessary & continue to implement policy & procedure to enhance diversity & respect within the school environment. Target Dates: 7/1/13-7/1/14

► Evaluate & revise as necessary & continue to implement a plan for community outreach to enhance diversity within the school. Target Dates: 7/1/13-7/1/14

**Goal 3 Objective 2 School-Wide Positive Behavioral Interventions & Supports (SWPBS)** By February 2012, the project director or designee will meet with the Response To Intervention Coordinator to develop a plan (By April 2012) to improve school culture by implementing (By July 2012) SWPBS training for 100% of staff. Using baseline data from 2011-2012, the implementation of SWPBS will result in a 25% reduction in student disciplinary incidents by June 2013. Ongoing

**Goal 3 Objective 2 Tasks Planning**

► Develop a plan to implement School-Wide Positive Behavioral Interventions & Supports Training. Target Dates: 10/1/11-7/1/12

►Develop a plan for a rubric to measure the effectiveness of implementing School-Wide Positive Behavioral Interventions & Supports & improving school milieu. Target Dates: 10/1/11-7/1/12

**Goal 3 Objective 2 Tasks Implementation Year 1**

►Consultation to implement School-Wide Positive Behavioral Interventions & Supports Training for 100% of all staff. Target Dates: 7/1/12-7/1/13

►Project Director to implement School-Wide Positive Behavioral Interventions & Supports Training for 100% of all staff. Target Dates: 7/1/12-7/1/13

►Project Director or designee to evaluate the effectiveness of implementing School-Wide Positive Behavioral Interventions & Supports. 7/1/12-7/1/13

**Goal 3 Objective 2 Tasks Implementation Year 2**

►Implement School-Wide Positive Behavioral Interventions & Supports Training review for of all staff previously trained. Target Dates: 7/1/13-7/1/14

►Project Director to implement School-Wide Positive Behavioral Interventions & Supports Training for 100% of all new staff. Target Dates: 7/1/13-7/1/14

►Project Director or designee to evaluate the effectiveness of implementing School-Wide Positive Behavioral Interventions & Supports. Target Dates: 7/1/13-7/1/14

**Selection Criteria (ix) The extent to which the proposed project will assist educationally disadvantaged students in meeting State academic content standards & State Student academic achievement standards. SEE ALSO SELECTION CRITERIA (i) a & SELECTION CRITERIA (i) b. (5 points)**

**Selection Criteria (ix) a. Individual Learning Needs-JCS** will provide individualized instruction tailored to the individual student's learning needs. Our school will utilize the

principles of Data Driven Decision Making within Positive Behavior Supports & Interventions in adjusting instruction to meet individual student needs. The unique structure of our program will allow our teachers to have intimate knowledge of all students' strengths & learning weaknesses through the development of Personalized Educational Plans, utilizing assessment data and testing of multiple intelligences. Our school will have a Response To Intervention teacher so that students learning needs can be adjusted at the first sign of difficulty. In addition, our school will budget for expert consultation services to assist teachers with the development of research-based interventions as needed for specific student situations. Examples of services that might be provided at times when a particular student appears to need additional help are: peer-to-peer mentoring or one-on-one teacher time. JCS will also individualize need by offering: on-line classes to allow flexible scheduling, credit for proficiency by testing to meet standards, direct support for areas of weakness, a hybrid of course offerings consisting of traditional/on-line & more hands-on courses to keep students engaged. A specific policy & procedure for a Response to Intervention process will be developed during the initial planning stage (10/1/11-7/1/11) of the grant. The JCS teachers will meet with Consultants, the Special Education teacher & the parent to review informal assessments & observation to help a student who is struggling find success. JCS's unique classroom structure & individual/small group instruction will allow students of all developmental & educational levels to be appropriately challenged. Because students have the opportunity to work at their own pace & utilize their own learning strengths in a non-traditional manner, students who learn differently will be successful at JCS. After a period of time, if the student does not make satisfactory progress, a determination may be made to begin a special education evaluation. If the student requires special education services, JCS will provide the vast majority of those services in its inclusion model to assist any student with identified learning

problems in the least restrictive educational setting. JCS believes & research supports the premise that students benefit both academically & emotionally when they are substantively a part of the regular education program.

#### **Selection Criteria (ix) b Children With Disabilities, Including Those With 504 Plans**

Joseph Charter School pledges that children with disabilities will be served in the same manner as children attending other public schools, including a policy of providing supplementary & related services on site. In addition, JCS pledges that there will be a proportional distribution of funds based on the relative enrollment of children with disabilities in the same manner as it is provided to students in other public schools. In the event that a student with a disability does not qualify for Special Education services but does require extra attention, an annual 504 plan will be created to identify and implement individualized strategies to facilitate academic success.

#### **Selection Criteria (ix) c Education of English Language Learners**

JCS shall identify ELL students & provide them with appropriate programs to overcome their language barriers. By June 1, 2012, JCS will establish a process & policy for identifying the need to provide services to students who are limited-English Proficient that is in compliance with both Oregon statutes & Federal law. When the inability to speak & understand the English language excludes children from effective participation in the educational program, JCS will take immediate, affirmative steps to rectify the language deficiency in order to facilitate providing the instructional program to these students. JCS will not assign national origin & shy minority group students to Special Education classes on the basis of criteria which essentially measures or evaluates English language skills. Any ability grouping employed by JCS to deal with the special language skill needs of national origin-minority group children shall be designed to meet such language skill needs as soon as possible. In addition, JCS will take

the responsibility to notify parents of English Language Learners, in their native language, of school activities which are called to the attention of all other parents.

### **Application Requirements**

**Application Requirement (i) Describe the educational program to be implemented by the proposed charter school, including how the program will enable all students to meet challenging State student academic achievement.**

This Application Requirement is set forth in Selection Criteria (i) a, b, c.

### **Application Requirement (ii) Description of Management of Charter School**

This Application Requirement is set forth in Selection Criteria (ii) a, b, c, d, e

**Application Requirement (iii) Objectives & Monitoring Progress Toward Meeting Objectives**

This Application Requirement is set forth in Selection Criteria (iv) a, b.

**Application Requirement (iv) Administrative Relationship Between Joseph School District & Joseph Charter School**

JCS is a district conversion and will be a totally autonomous entity from Joseph School District, its chartering entity. JCS has a signed charter agreement (10/12/10) with Joseph School District. Oregon law allows that charter contracts may be granted for up to 5 years at which time, the charter school must apply for renewal. Consistent with **Application Requirement Section (iii) of this grant proposal**, the Charter Contract described how student performance will be measured in the charter school pursuant to State assessment that are required of other schools & pursuant to any other assessments mutually agreeable to the authorized public chartering agency.

**Application Requirement (v) Parent & Community Member Involvement in the Planning, Program Design, & Implementation of Joseph Charter School**

This Application Requirement is set forth in Selection Criteria (iii)

**Application Requirement (vi) Authorized Public Chartering Agency & Continued Support to the Charter School**

If Joseph Charter School is meeting the academic, fiscal, ethical, legal objectives & stipulations outlined in the charter contract it will be allowed to continue operation until the charter expires-a period of time up to five year, at which time, JCS must negotiate a new charter with the district. After the grant funds have expired, JCS will receive by Oregon Statute the per student state funding that is available to all public schools. State school funding (approximately \$5,800 per student) flows from the State through the district to the charter school. JCS receives 100% of the General Purpose Grant per weighted average daily membership (ADMw) for students in grades K-12. The sponsoring district must send the agreed upon payment to the charter school within 10 days after receiving payments from the State School Fund. The Charter Council for JCS has developed a long term financial plan for fiscal sustainability of the school, including a pledge to retain a reserve of approximately 3% each year after the first. Other sources of revenue, in addition to per pupil funding, will include Supplemental Grants, Matching Grants, Lottery funds, local property taxes, other categorical funds & funding raising by the Parent/Faculty Advisory Board. ORS 338.025 (10) states, "A public charter school may receive & accept gifts, grants, & donations from any source for expenditure to carry out the lawful functions of the school." JCS anticipates raising approximately \$5,000 per academic year. JCS will also apply for corporate & governmental grants & will request grants from philanthropists.

**Application Requirement (vii) Waiver Requests**

JCS is requesting a waiver of P.L. Section 5202 D(1). The Oregon Department of Education was not funded in the last round of SEA grants (July 2011) & therefore no start-up/implementation funds will be available to development groups, in Oregon, wishing to develop high quality charter school for the next year. A granting of a waiver of P.L. Section 5202 D(1) would allow JCS to compete in the current Non SEA grant round for planning/implementation funding.

**Application Requirement (viii) Description of How the Grant Funds Will Be Used**

This Application Requirement is set forth in Selection Criteria (iv).

**Application Requirement (ix) Description of How Students in the Community Will be Informed About the Charter School & Be Given an Equal Opportunity to Attend**

This Application Requirement is set forth in Selection Criteria (iii).

**Application Requirement (x) Description of How the LEA in Which Joseph Charter School Will Be Located Will Comply With Sections 613 (a) (5) & 613 (e) (1) (B) of the Individuals With Disabilities Education Act (IDEA).**

**Application Requirement (x) a. Equitable Service & Funds**

JCS pledges it will follow all federal and state laws in ensuring that children with disabilities will be served in the same manner as children attending other public schools, including a policy of providing supplementary & related services on site at JCS. In addition, JCS pledges that there will be a proportional distribution of funds from the district based on the relative enrollment of children with disabilities in the same manner as it is provided to students in other public schools. As required by law, JCS will ensure that Joseph School District will provide all Special Education Services for all students attending the charter school whether they reside within that

district or not. The details of that service delivery will be established in an annual Memorandum of Understanding between the charter school and the district. Joseph School District will be responsible for allocating & providing a free appropriate public education to JCS students, in the same manner, as it would provide to other students with disabilities in traditional schools.

The unique personalized approach (Personalized Educational Plans) within JCS will allow early identification of children with special needs & promote effective service delivery. It is the intent of JCS to use the principles of full inclusion whenever possible in serving all students. The Charter Council for JCS recognizes the importance of providing educational opportunities to all students, regardless of special needs. As such, enrollment will be open to all students, regardless of disability. This charter school pledges that individuals with special needs will be served in accordance with applicable federal & state law. JCS pledges to work in cooperation with Joseph School District to ensure that a free & appropriate education is provided to all students.

**Application Requirement (x) b. Special Educational Professional Development**

*Because it is the LEA, Joseph School District will provide professional development to Joseph Charter School staff, related to Special Educational identification & referral, modifications & accommodations, discipline, attendance reporting, communication with parents & the teachers on the Individual Educational Plan team.*

**Application Requirement (xi) Dissemination Activities** Not applicable.

## Other Attachment File(s)

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## **Rhonda Shirley**



### Education:

- 1969-1973 Whitman College, Walla, WA  
BA-Mathematics
- 1980-1983 Eastern Oregon University, LaGrande, OR  
MA-Computer Education
- 1995-2000 Lewis & Clark College, Portland, OR

### Highlights of Qualifications:

- 33 years of classroom instruction/supervision of teachers
- 10 years Oregon Math Leader
- Onward to Excellence Team Member
- Strategic Planning Team Member for school
- Schedule Design for grades K-12- traditional schedule & block schedule
- Site Council Member
- Crisis Team Leader for District
- Outdoor School Coordinator
- Arts in the Schools Coordinator
- Charter School Planning Committee Member

### Professional Experience and Accomplishments

- 1973-1974 Junior High Mathematics Teacher , Walla Walla, WA
- 1979-2004 High School Mathematics/Computer Science Teacher  
Joseph Middle/High School, Joseph, OR
- 1987-1994 Computer Applications Instructor  
Eastern Oregon University, LaGrande, OR
- 1991-1996 Mathematics Instructor-Continuing Education  
Eastern Oregon University, LaGrande, OR
- 1994-1997 Guidance Counselor  
Joseph School District, Joseph, OR
- 1997-2000 Middle/High School Principal & Director of Special Education  
Joseph School District, Joseph, OR
- 2001-2005 Elementary School Principal/Director of Special Education  
Joseph School District, Joseph, OR
- 2005-2011 Superintendent/Elementary School Principal  
Joseph School District, Joseph, OR

### Professional Affiliations:

- Confederated Organization of School Administrators
- National Council of Teachers of Mathematics
- Oregon Council of Teachers of Mathematics
- Northwest Council of Computer Educators
- Oregon Consortium for Computer Education
- Oregon Math Leaders

Community Activities

4-H Livestock Club Leader

Advisory Board Member-Continuing Education-Eastern Oregon University

Advisory Board Member-Continuing Education-Blue Mountain College

Red Cross-NE Oregon Regional Board Member

Rotary Club of Wallowa County

Critical Incident Stress Debriefing Team Member-Wallowa County

Building Healthy Families Board Member- Wallowa County

Multidisciplinary Interagency Team Member- Wallowa County

# Joseph Charter School Proposal

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# Joseph Charter School Proposal

**a) Applicant:** Joseph Charter School Planning Committee

Members: Josh Keskecker, Parent/Technology Coordinator; Stephanie Williams, Parent/Social Services Professional; Peg Nave, Parent/Business Professional; Lance Homan, Parent/Teacher; Leah Johnson, Parent/Banking Professional; Shilo Blankenship, Teacher; Rhonda Shirley, School Administrator

**b) Name of School:** Joseph Charter School

**c) Philosophy**

Joseph Charter School identifies an educated person as a person who has achieved an optimum level of understanding of their own special talents and strengths. This person has a level of literacy and understanding that allows them to interact in the world in a productive, positive manner. This person knows how to think and solve problems, understands and appreciates the diversity in our world and has a vision for life that includes the ability to be a life long learner. This person is one who has mastered basic academic skills to the best of his or her ability, including literacy, mathematical problem solving, history, the political process, a scientific understanding of the world and an appreciation for the arts. This person has developed the values and character necessary to enhance the world in which he or she lives and understands and embraces his or her responsibilities as a member of society.

**Mission**

The mission of Joseph Charter School is to increase student achievement by expanding learning opportunities, building stronger partnerships among educators, parents, and community partners and encouraging the use of diverse and innovative learning methods and techniques. Academic excellence will be realized through individual student programs that will be supported by the principles of multiple intelligence, service learning, arts appreciation and vocational readiness.

**d) Curriculum**

Joseph Charter School will achieve its mission through the use of an articulated K-12 continuum of learning that focuses JCS resources, optimizes student learning, increases efficiency, and eliminates curricular gaps by aligning to the State Benchmarks. Included in the curriculum plan is the support of core academic programs, creation of new opportunities in career and technical education, increase in the use of experiential and site based projects, utilization of community partners and expansion of local virtual learning to home school students and those seeking alternative options. The expanded use of technology in the school and the creation of a culture of learning in a climate of support are vital. Ultimately, the charter school will provide strong academic programs in all areas and will use research based instructional methods to provide a well rounded, individualized education for every student.

Staff will participate in professional development opportunities in the following areas: innovative teaching techniques; classroom management; positive behavior

systems, career/character development, curriculum alignment and planning; technology implementation; charter school development; and methodology related to implementing best practices within a small, remote, rural educational environment.

Innovative programs include:

- Developing a personal education plan and profile for each student
- Involving parents and community/agency partners in program development
- Implementing CTE programs of study related to local needs and resources
- Offering expanded options/extended applications projects that allow students to demonstrate academic and technical skills
- Utilizing registered teaching staff, as designated
- Providing students distance learning and on-line coursework opportunities
- Providing site based learning opportunities
- Encouraging project based learning
- Providing cooperative learning opportunities
- Utilizing innovative technology for instruction and learning
- Advocating for and supporting summer internships in career pathway programs
- Advocating for and supporting summer school academic intervention programs
- Advocating for and supporting summer academic enrichment programs
- Granting credits to JCS students under the applicable criteria set forth in OAR 581-22-102 and/or 581-22-1350.

### *Core Curriculum*

Core curriculum content for mathematics, language arts, science and social studies is a top priority for staff of the Joseph Charter School. An all day kindergarten program will focus on the building blocks for learning reading and mathematics. The Reading Street curriculum will provide the foundation for language arts for grades K-6. DIBELS and Easy CBM assessments will be used to track student progress toward meeting the state standards in reading and mathematics. The Investigations mathematics curriculum will be used in grades 1-5, utilizing hands on activities and manipulatives to teach basic concepts. The FOSS science program will be implemented for grades K-3 and students will learn science using “learning by doing” experiments. Grades 4-8 will spend time outdoors exploring plants, animals, land formations and natural resources.

Fostering math skills for grades 7-12 will be a priority for Joseph Charter School. The math program will be set up for students to grow as mathematicians. 10<sup>th</sup> graders will be able to complete both geometry and Algebra II their sophomore year so they can take advantage of pre-calculus and calculus courses offered for college credit during their junior/senior years. In the content area of science our students will be offered unique opportunities such as genetics, sports medicine, physics and chemistry. Additionally, our high school students will have the opportunity to take college credit courses in

mathematics, science, natural resources, writing, literature, welding, early childhood education and technology. Joseph Charter School will support a rigorous senior project opportunity for all graduating seniors. Of utmost importance, Joseph Charter School will maintain a full art program for grades K-12. Spanish will continue to be the second language option for high school students and the charter school will make learning beginning Spanish a priority in 7<sup>th</sup>/8<sup>th</sup> grade elective. Eventually we would hope to include some Spanish in grades K-6 as well. Joseph Charter School will also support K-12 music, a four-year Family and Consumer Science program and a four-year Vocational Agriculture program.

### *The Importance of Integrating Technology*

One major focus of the Joseph Charter School is to increase student achievement through the full integration of technology as a tool for learning. In developing the National Education Technology Standards for Students, the International Society for Technology Education (ISTE) stated the following: “Effective integration of technology is achieved when students are able to select technology tools to help them obtain information in a timely manner, analyze and synthesize the information, and present it professionally. The technology should become an integral part of how the classroom functions-as accessible as all other tools.” Effective technology integration must happen across the curriculum in ways that research shows deepen and enhance the learning process. In particular, it must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. The Technology Integration Project developed by the Alexandria, Virginia Public Schools and the Best Practices of Technology Integration used in Michigan will provide guidance in developing the Joseph Charter plan technology integration plan.

The integration of technology into instruction and curriculum from kindergarten through high school will be emphasized. Students will have daily access to computers in classrooms, in three portable labs and two well-equipped desktop labs. Teachers will have LCD projectors, Interwrite Schoolpads for digital instruction, ipod touches, clickers, white boards and Elmo document projectors in classrooms. Software applications will be evaluated for each instructional area and those chosen will be utilized in classrooms. The technology staff at Wallowa County ESD will provide assistance in determining needs for professional development for teachers on potential applications using technology.

With additional training and increased access to equipment the school will:

- Encourage staff to design and deliver instruction online.
- Allow staff to assign, collect, grade, and return assignments electronically.
- Let students collaboratively create, communicate, and publish in a variety of 21<sup>st</sup> century formats such as: forums, wikis, podcasting and blogs.
- Provide laptops/netbooks for students to take home to more easily extend learning beyond the school day or campus.
- Give students access to their school files from home or anywhere on the internet.
- Engage students in a medium they are most comfortable/interested in.
- Broadly use simulations to engage in tasks typically limited by other resources. (Virtual frog dissections, Virtual tours, etc.)

- Closely monitor performance data to give students targeted instruction.
- Offer more options through proficiency-based, online courses. This self-paced model allows students to accelerate their learning where possible and commit more time to the concepts that require more attention.
- Employ gaming to teach mathematics and problem solving in an engaging & entertaining format.
- Employ feedback systems to give teachers real-time feedback while they're teaching. This allows the teacher to know instantly if they need to move on, or spend more time on that concept.
- Employ wireless tablets to allow teachers to utilize computing in their instruction, without tying them to their desk or podium. Student tablets may also interact with the teachers' screen to demonstrate their knowledge.
- Employ Digital Data Devices to collect and analyze readings from a variety of scientific instruments.
- Use new, more efficient tools to communicate with parents and the community, such as: email newsletters, online polls/surveys, audio/video podcasts, social media, automated phone alerts, and video conferencing.

### Physical Fitness/Wellness

Joseph Charter School will incorporate the guidelines from the Healthy Kids Learn Better program into the wellness curriculum. The program is a public-private partnership supporting local school-community partnerships that address kids' physical, social and emotional needs, improving their potential to learn. Healthy Kids Learn Better is a statewide effort to help local schools and communities form partnerships and reduce physical, social and emotional barriers to learning. The eight components include: Health Education, Physical Education, Health Services, Nutrition Services, Health Promotion for Staff, School Counseling, Psychological & Social Services, Healthy School Environment, and Family/Community Involvement. Partnerships will be formed with the District Food Service Coordinator, Building Healthy Families, Wallowa County Commission on Children and Families, Wallowa County Center for Wellness, Wallowa County Health Care Providers, Department of Youth Services, Wallowa County Health Department, Wallowa County Extension Service and Oregon Department of Human Services.

Joseph Charter School will raise local standards to meet the state standards for health and physical education. Joseph Charter School will also strive to reach the standards set by The National Association for Sport and Physical Education (NASPE) by May of 2014. Full implementation of an aligned K-12 Physical Education program will occur by September 2013.

K-6 physical education/wellness classes will change from a "recess" type setting to a structured, formal education. Skills will be taught in the areas found in the state and national content standards include movement skills, behavior skills, movement concepts, active lifestyle, and personal fitness. Learning will take place through cooperative learning and direct instruction. Techniques will be research based, practiced and modeled by staff and students. Joseph Charter School will incorporate community and family based wellness through classes offered before and after school. These classes will range from activity based classes to informational and knowledge based classes. Local

and regional community partners like Building Healthy Families and Wallowa Valley Center for Wellness will be invited to collaborate on the community/parent classes.

### The Arts

Art and music are deemed important aspects of a quality education in the Joseph community and school. There are valuable resources within the community as we have three bronze foundaries, numerous art galleries, and many artists in our small town. Several visual arts electives will be offered at Joseph Charter School including K-12 art, media, and yearbook. Using artists from the community and resident artists will enhance the K-12 visual arts curriculum. Having “artists in residence” will allow students to experience various modes of art. Members of the local art community will be invited to share with students on a regular basis. Joseph Charter School will implement a project-based learning environment in the Arts (dance, music, theater and visual arts) that is students centered and incorporates multiple intelligences and varied modalities.

Elementary music instruction will be provided for all K-4 students. All fourth graders learn to read music and play the recorder. Fifth grade students are required to take band, giving them the opportunity to become proficient on a particular instrument. Choir will be offered to grades 4-6 as well. All seventh through twelfth graders will be provided the opportunity to participate in band and choral classes and competitions.

### Career/Technical Education

Career and Technical Education courses and technology integration for Joseph Charter School will be built upon a foundation of programs for classes in Agricultural Science, Technology, and Family and Consumer Science. FFA and FCCLA chapters will offer additional leadership and career related opportunities. With guidance of advisors, students will compete in local, state and national career development events. These programs will encourage instruction in non-traditional academic settings where students have opportunities to gain skills that will allow for greater opportunities after graduation. Articulation agreements with community colleges will be secured and students will receive college credits for classes completed in several content areas including but not limited to welding, animal science, medical terminology, plant science, child development, computer applications and careers in education. Utilizing research based program development and curriculum Joseph Charter School will align its CTE and technology programs to increase student success. “CTE provides the opportunity for contextual and integrated leaning and allows students to see how the material is applied in the real world.” (Borko, Putnam, 1998)

Assessment of program and student success will be evaluated using both objective and subjective instruments. Local evaluation will take place at the school and district level and will consist of standardized tests and proficiency-based assessment utilizing standards aligned with community college partners, industry standards and national education standards. The Region 13 CTE consortium will provide national standardized testing once a year. The number of students participating in those programs will be documented.

## **e) Expected results of the curriculum**

### Student academic goals

1. Eighty percent of all Joseph Charter School students, third grade and above, will meet or exceed the state standards in reading , beginning with third grade, by the spring of 2012. (2009-2010 OAKS results will serve as baseline data.)
2. Seventy-five percent of all Joseph Charter School students, third grade and above, will meet or exceed the state standards in mathematics, beginning with third grade, by the spring of 2012. (2009-2010 OAKS results will serve as baseline data.)
3. Beginning in the spring of 2011, Joseph Charter School will identify students at-risk of not meeting district or state standards. These individuals will receive additional assistance in the area of concern. Students may receive Title 1 services if eligible (grades K-6), while other students will work with classroom or subject area teachers to accommodate differentiated or additional instruction.
4. By the fall of 2012, all Joseph students who seek admission to a post-secondary educational institution, whether a four-year, two-year, or trade school, will gain admission. The school will support this goal through high academic standards and personalized student education planning assistance.
5. By May, 2012, seventy-five percent or more of the graduating seniors will have at least nine quarter hours of college credit by graduation.
6. The number of students meeting or exceeding state standards in technology at the 8<sup>th</sup> grade will increase by a minimum of 20 percent by May 2012. (2009-2010 results will serve as baseline data)

### Non-academic goals

1. Increase the number of students who engage in moderate physical activity for at least 30 minutes three or more days per week.
2. Students will demonstrate social responsibility through attendance levels in excess of 92% and a 20% decrease in serious behavioral infractions, such as detentions and suspensions. (These changes will be calculated using the 2009-2010 baseline.)

## **f) Governance Structure**

The Charter Development Committee shall act in a capacity to present the Charter Contract to the Board. Upon acceptance by the Board of the Charter Contract the Charter Development Committee shall be known as the Joseph Charter Council (JCC) and meet at least quarterly. The JCC shall designate one individual who will function in an ongoing capacity as chairperson and receive such correspondence from the Board as shall be required under this Charter Contract. The JCC shall be called together for such times as required to deal with issues such as renewal, termination, amendments to the existing Charter Contract or when instructed to convene by the Board or at such times as the members of the JCC deem necessary. JCC will review curriculum and operation of JCS and will set budget on a yearly basis. New members to the JCC shall be selected by the current members of the JCC from a list of volunteers who have submitted their names to

the JCC for that purpose. They shall be chosen during a public meeting of the JCC. The JCC shall consist of seven (7) members. The Joseph Charter Council shall include five community members and two members of the JCS staff. Board training for JCC members will occur with the assistance of OSBA and Union County charter schools.

**g) Projected enrollment/grades to be served**

The enrollment for Joseph Charter School is projected to be 220 students in grades K-12 for the first year of operation. In subsequent years the enrollment will be capped at 250 students.

**h) Target population**

Resident students of Joseph School District, home school students, alternative education and non resident students in grades K-12 will be the target population. Based on demographics of the current Joseph School District over 54% of the students meet the qualifications for free and reduced lunch programs and 18% percent qualified for special education services last year. The graduation rate for those students entering high school in 2006 was 58% with another 10.5 percent earning a GED and 31.5 percent not completing high school.

**i) Distinctive learning & teaching techniques**

In order to provide a quality education for each student in the Joseph Charter School the following techniques will be utilized in teaching concepts and subject matter at Joseph Charter School.

**Project based learning** motivates children to learn by allowing them to select topics that are interesting and relevant to their lives. Students retain more and attendance improves when students are engaged in stimulating projects. It is supported by the principles of multiple intelligence and service learning.

**Cooperative learning** employs a teaching strategy in which small teams of students of different levels of ability use a variety of learning activities to improve the understanding of a subject. Each member of a team is responsible not only for learning what is taught, but also for helping teammates learn. This method is used in combination with computer generated activities to explore problem situations and to help students develop mathematical understanding.

**Experiential learning** is education that occurs as a direct participation in the events of life and includes learning that comes about through reflection. The educator's role is to organize and facilitate experiences that will lead to learning.

**Place based education** is the use of landscape, history, family, and community surroundings as the basis for learning. Wallowa County is a unique and spectacular place on many levels, both natural and cultural. From a naturalist's perspective, the great diversity of landforms and elevation that lead to diversity of plant and wildlife communities provides an outdoor classroom. Within a rather small area are deep canyons of flood basalts, prairies of native bunchgrasses and nesting raptors, a rich agricultural valley and glacial carved mountains, moraines and lakes. Culturally, Wallowa County is the home of the Wallowa Band of the Nez Perce Indians whose story is one that has captivated people around the world for over a hundred years. Pioneers, settlers, Chinese

miners, African American loggers, ranchers, farmers and artists provide more recent historical topics.

**Technology based learning** is learning via electronic technology, including the internet, LCD projectors, interwrite schoolpads, student response systems, elmo document projectors, podcasts, video conferencing and blogs among others. Research shows that technology based learning provides the opportunity for greater comprehension and retention for students who might struggle with learning in the traditional model.

**Individualized education plans** will be developed for each student with projects and lessons that suit his or her needs, interests and abilities.

**j) Address/ location**

Joseph Charter School will occupy the Joseph District building at 400 E. Wm. E. Williams Ave in Joseph, Oregon. The building is currently utilized for the Joseph Elementary School and Joseph High School. The District will continue to maintain the building and pay utility costs with no anticipated need for renovation.

**k) Admission policies/application procedures**

**(1) Eligibility; Voluntary Enrollment** Student enrollment shall be voluntary. All students who reside in the District are eligible for enrollment, under the conditions set forth herein, and as permitted by State law and District Policies, students who reside outside of the District (non-resident students) may also be admitted. Enrollment of Special Education Students shall be the same as for the students in general.

**(2) Enrollment Numbers.**

**(a) First Year Enrollment** The maximum student enrollment will be a combined elementary and secondary total of 250 with no more than thirty (30) students in any one classroom. Maximum enrollment shall not apply to the addition of resident students seeking enrollment at any time after the quota has been met. Student enrollment may exceed this number with prior Board approval. Enrollment limits will be determined by the Board and reviewed annually no later than May 31, of each year.

**(b) General Procedure** Maximum student enrollment and number of available enrollments for each grade level shall be determined by the Board based on staffing and facilities.

**(c) Minimum Enrollment** The minimum enrollment shall be twenty-five (25) full-time enrolled students. This number shall be established annually, as part of the budget preparation process that includes the Board, Joseph Charter Council, Budget Committee, and administrative staff. Should student enrollment fall below this number of full-time enrolled students at any time during the year, the Board shall be notified. Subject to the limitations of the State requirements, and based on the circumstances of the reduced enrollment, the Board will consider what action, if any, will be taken.

- (3) Lottery** Admission will be based on an equitable lottery conducted by JCC under the following principles:
1. Non-resident or foreign exchange students who were enrolled at JCS in the previous year;
  2. Non-resident students who were not enrolled at JCS in the previous year. The foregoing priority levels shall be applied in each year of enrollment beginning with the first full year of operation, with students within each level being selected, if necessary, by random lottery.
- (4) Waiting lists; Filling Vacancies** At any phase of enrollment, applicants who cannot be accommodated for admission may be placed on a waiting list. During the ensuing school year, any vacancy which occurs shall be filled first from the waiting list, according to the same preferences as applied to the original lottery, and, after exhaustion of the waiting list.
- (5) Non-resident Students** To the extent permitted by this Charter Contract and State law, a non-resident student admitted to JCS will have the same enrollment preferences (including sibling enrollment preferences) as a student who resides within the boundaries of the District, and shall not be dropped from the JCS enrollment for any reason related solely to his/her place of residence.

**l) Statutes & rules**

Unless specifically waived, the following laws shall apply to Joseph Charter School:

- Federal law
- ORS 192.410 to 192.505 (public records law)
- ORS 192.610 to 192.690 (public meetings law)
- ORS 297.405 to 297.555 and 297.990 (municipal audit law)
- ORS 181.539, 326.603, 326.607 and 342.232 (criminal records checks)
- ORS 337.150 (textbooks)
- ORS 339.141, 339.147 and 339.155 (tuition and fees)
- ORS 659.850 and 659.855 (discrimination)
- ORS 30.260 to 30.300 (tort claims)
- Health and safety statutes and rules
- Statewide assessment
- ORS 329.045 (academic content standards and instruction)
- Any statute or rule that establishes requirements for instructional time provided by a school
- ORS 339.250(12) (prohibition on infliction of corporal punishment)
- ORS Chapter 338

All District policies will apply to the Joseph Charter School except those specifically waived.

**m) Proposed budget/financial plan**

The District shall provide funding to the Joseph Charter School in an amount per weighted average daily membership (ADMw) of JCS that is equal to 80 percent of the amount of the District's general purpose grant per ADMw as calculated under

ORS 327.013 for JCS students in grades kindergarten through eight and 95 percent of the amount of the District’s general purpose grant per ADMw for students in grades nine through twelve. Funding shall be determined based on the ADMw reports for JCS and funding will be made available to the JCS, commencing on the date set forth in this contract. In addition, to the extent the District experiences any reduction or increase in its state funding “General Purpose Grant” proportionate reductions or increases will be made to the JCS by adjustment or offset in subsequent months. This amount is calculated by the Oregon Department of Education and provided to the District on the State School Fund District Estimate that ODE periodically provides to school districts.

JCC agrees the Board assumes the responsibility for fiscal management and services of all the charter school finances including, but not limited to, financial records, audits, and reports at no cost to the JCS. The district will submit and claim all state and federal funds, charter school or district grant awards, and other revenues received for the operation of the District and Charter School. As such the sustainability of the Joseph Charter School is tied to the sustainability of the Joseph School District.

## **JOSEPH SCHOOL DISTRICT NO. 6**

### **Wallowa County, Oregon General Fund Budget Summary 2010-2011**

#### **Revenues**

Local Sources	\$ 432,200
State Sources	\$1,794,911
Federal Sources	\$ 50,000
Other Sources	<u>\$1,053,000</u>
Total Revenues	\$3,330,111

#### **Expenditures**

Instruction	\$1,564,171
Supporting services	\$1,169,858
Ending Fund Balance	<u>\$ 476,082</u>
Total Expenditures	\$3,330,111

# JOSEPH CHARTER SCHOOL

## Wallowa County, Oregon General Fund Budget Portion 2010-2011

### Revenues

102 ADMw Grades 9-12	95% of \$5646 per student	\$547,097
204 ADMw Grades K-8	80% of \$5646 per student	<u>\$921,427</u>
Total Revenues		\$1,468,525

### Expenditures

1111-100 Salaries Primary Instruction	\$208,343
1111-200 Employee Benefits	\$ 95,534
1111-400 Supplies & Materials	\$ 6,000
1112-100 Salaries 4-6 Instruction	\$161,389
1112-200 Employee Benefits	\$ 78,085
1112-400 Supplies & Materials	\$ 2,250
1121-100 Salaries 7-8 Instruction	\$134,190
1121-200 Employee Benefits	\$ 72,271
1121-400 Supplies & Materials	\$ 4,400
1131-100 Salaries 9-12	\$298,185
1131-200 Employee Benefits	\$145,844
1131-300 Purchased Services-tuition	\$ 21,000
1131-400 Supplies & Materials	\$ 12,800
1131-600 Dues & Fees	\$ 600
2120-100 Salaries Guidance Services	\$ 6,239
2120-200 Employee Benefits	\$ 2,941
2120-300 Purchased Services	\$ 1,000
2220-100 Salaries-Educational Media Services	\$ 48,293
2220-200 Employee Benefits	\$ 26,367
2220-300 Purchased Services	\$ 450
2220-400 Supplies & Materials (books, periodicals)	\$ 3,400
2410-100 Salaries-Office of the Principal	\$ 67,747
2410-200 Employee Benefits	\$ 13,247
2410-300 Purchased Services	\$ 4,700
2410-400 Supplies & Materials	\$ 2,500
2410-600 Dues & Fees	\$ 750
Unappropriated Ending Balance	<u>\$ 50,000</u>
Total Expenditures	\$1,468,525

n) **Financial management systems**

**1. Operational Powers** The JCC will guide the operation and curriculum of JCS and work with the Board and the Superintendent as Chief Operating Officer in setting the yearly budget.

**2. District Funding**

- **Base Level Funding** The District shall provide funding to the Joseph Charter School in an amount per weighted average daily membership (ADMw) of JCS that is equal to 80 percent of the amount of the District's general purpose grant per ADMw as calculated under ORS 327.013 for JCS students in grades kindergarten through eight and 95 percent of the amount of the District's general purpose grant per ADMw for students in grades nine through twelve. JCS agrees that the Board assumes the responsibility for fiscal management and services of all the JCS finances including, but not limited to, financial records, audits, and reports. The District will submit and claim all State and Federal funds, charter school or district grants awards, and other revenues received for the operation of the District and JCS.
  
  - **Gifts, Donations and Grants** JCS may accept gifts, donations or grants, provided that no such gifts, donations or grants may be accepted if contrary to applicable law. In the event that JCS solicits funding from any source it shall comply with all applicable State and Federal laws regarding reporting of such charitable solicitations. JCS shall include all gifts, donations, and grants in its financial reports.
- 3. Budget** JCS will develop those portions of the instructional and support services budget that are applicable to the operation and management of the charter school. JCS will submit this budget to the District Superintendent for review, amendment if needed, and inclusion into the District budget document. All other functions of the District budget shall remain in the sole control of JSD under local budget law.
- 4. Funding and Financial Services** The Board will manage transportation services for home to school for JCS by such means as they deem appropriate and that is required by State law and District policy at no cost to JCS. The Board will continue fiscal management and program administration of the athletic and extra-curricular programs. The Board will provide fiscal management and program administration of all federal programs and services required by Federal and State Law and District policy, including, but not limited to, financial records, audits, and reports. Included but not limited to the following programs:
- IDEA
  - ESEA Title programs
  - Section 504 Manage

- Charter School Grant
- And other Instructional support programs as they become available

JSD will provide JCS funding for Federal program services. JCS will provide adequate organizational structure, committees, oversight, documentation and data collection necessary to meet reporting requirements, school improvement plans, and other requirements set as conditions of use of those funds.

JSD will manage and operate the food services programs for students of JCS so long as it is economically feasible or self sustaining and of value to JCS.

**o) Standards for behavior**

- **Attendance** JCS shall maintain accurate enrollment data and daily records of student attendance and shall provide these data to the Joseph School District and other agencies as mandated by law. Student attendance at JCS shall be in compliance with Oregon's compulsory attendance law ORS 339.001-090.
- **Discipline Policies** JCS shall implement all the discipline policies established for the JSD, which provides an age-specific code of conduct, rules, student rights and appeal procedures, complying with all State and Federal laws. JCS shall notify its students and parents of the student rights and responsibilities by the issuance of a handbook, and shall keep its discipline, conduct and student rights policies in a location that is accessible to students and the public.
- **Suspension and Expulsion** Discipline involving suspension and expulsion shall be achieved according to Oregon law. All JCS expulsion proceedings shall be administered according to JSD policies appropriate to age level. Grounds for expulsion from JCS shall be consistent with State and Federal law and as necessary, JCS will use JSD hearing officer.

**p) Proposed School Calendar**

The school calendar for Joseph Charter School will be the Joseph District calendar for 2010-2011 adopted by the Board on February 9, 2010. JCS will operate on a four day school week. School hours are between 8:00 and 3:30 for all students. The high school will have four block periods a day and the junior high will run a modified block schedule. K-6 classes are self-contained with additional music, art, PE and library times. The instructional time will exceed the minimum set in OAR 581-022-1620 at all grades.

**Approved:  
Feb. 9,  
2010**

**AUGUST** instruction days-2

Sun	Mon	Tue	Wed	Thur	Fri	Sat
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	<b>TI</b>	<b>TI</b>	<b>TI</b>	28
29	<b>FD</b>	31				

**SEPTEMBER** instruction days-18

Sun	Mon	Tue	Wed	Thur	Fri	Sat
			1	2	3	4
5	<b>H</b>	7	8	9	10	11
12	13	14	15	16	<b>W</b>	18
19	20	21	22	23	24	25
26	27	28	29	30		

**OCTOBER** instruction days-16

Sun	Mon	Tue	Wed	Thur	Fri	Sat
					1	2
3	4	5	6	7	<b>W</b>	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	<b>W</b>	30
31						

**NOVEMBER** instruction days-17

Sun	Mon	Tue	Wed	Thur	Fri	Sat
	1	2	3	4	<b>C</b>	6
7	8	9	10	11	<b>H</b>	13
14	15	16	17	18	19	20
21	22	23	24	<b>H</b>	26	27
28	29	30				

**DECEMBER** instruction days-12

Sun	Mon	Tue	Wed	Thur	Fri	Sat
			1	2	3	4
5	6	7	8	9	<b>W</b>	11
12	13	14	15	16	17	18
19	20	21	<b>V</b>	<b>V</b>	<b>V</b>	25
26	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	

**JANUARY** instruction days-17

Sun	Mon	Tue	Wed	Thur	Fri	Sat
						<b>H</b>
2	3	4	5	6	7	8
9	10	11	12	13	<b>W</b>	15
16	<b>H</b>	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**FEBRUARY** instruction days-16

Sun	Mon	Tue	Wed	Thur	Fri	Sat
		1	2	3	<b>W</b>	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

**MARCH** instruction days-15

Sun	Mon	Tue	Wed	Thur	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	<b>W</b>	12
13	14	15	16	17	18	19
20	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	26
27	28	29	30	31		

**APRIL** instruction days-16

Sun	Mon	Tue	Wed	Thur	Fri	Sat
					<b>W</b>	2
3	4	5	6	7	<b>C</b>	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**MAY** instruction days-17

Sun	Mon	Tue	Wed	Thur	Fri	Sat
1	2	3	4	5	<b>W</b>	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	<b>H</b>	31				

**JUNE** instruction days-5

Sun	Mon	Tue	Wed	Thur	Fri	Sat
			1	2	3	4
5	6	<b>LD</b>	<b>TI</b>	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Quarter 1 ends Oct 28 (36 days)  
 Quarter 2 ends Jan 13 (37 days)  
 Quarter 3 ends Mar. 31 (40 days)  
 Quarter 4 ends June 7 (38 days)

**Inservice Days**

Aug 25,26,27 June 8
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**Workdays**

Sept 17 Oct 8 Oct 29-Half day Dec 10-Half day Jan 14 Feb 4-Half day Mar 11-Half day Apr 1 May 6-Half day
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**Conferences**

K-6 Nov 4-5 Apr 7-8 7-12 Nov 5 Apr 8
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**Holidays**

Sept 6-Labor Day Nov 12-Veterans Day Nov 25-Thanksgiving Jan 1-New Years Jan 17-MLK May 30-Memorial Day
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**Vacations**

Winter Break Dec 22-Jan 2 Spring Break March 18-27
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**Contract Days**

151 Instruction 6 Holidays 4 Inservice 2 Conference 6.5 Workdays 169.5 Total
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**Legend**

-	-	Denotes week with Friday classes
<b>W</b> Teacher Workday	<b>FD</b>	student first day
<b>TI</b> Teacher Inservice	<b>LD</b>	student last day
<b>H</b> Holiday	<b>NS</b>	No school
	<b>C</b>	Conferences

First Day of School-August 30
1/2 day-November 24
Last Day of School-June 8

**q) Staffing**

The Board retains responsibility for the advertising of all vacancy notices, selection, hiring, training, discipline, and firing of employees. This is to be done in compliance with the collective bargaining agreement between the JSD and the Joseph Teachers Association and the Oregon School Employees Association, applicable Federal and State laws, and District policy. Staff will be assigned in accordance with their TSPC certification and will be expected to meet the NCLB Highly Qualified Teachers requirements. Professional development opportunities will be offered to all staff on a regular basis. The JCS principal will have an individual supervisory contract negotiated with the Board. Custodians, bus drivers, instructional assistants and food service employees will be District employees.

**1. Policies** JCS will implement District policies in compliance with all applicable Federal and State laws and Collective Bargaining Agreements in effect during the life of this Charter Contract regarding recruitment, promotion, discipline and termination of personnel; methods for evaluating performance; and a plan for resolving employee-related problems, including complaint and grievance procedures. ORS 338.135

**2. Benefits** The licensed and classified staff at JCS will receive benefits in compliance with any applicable collective bargaining agreements. JCS supervisory staff will receive benefits in accordance with their employment Contracts.

- **PERS** As required by the Charter School Act, JCS shall participate in the Public Employees Retirement System (PERS) for its employees or its successor system(s).
- **Employee Welfare and Safety** JCS shall comply with applicable federal and state laws concerning employee welfare, safety and health issues.

**3. Employee Records** JCS agrees to have JSD be responsible for establishing and maintaining personnel records for its employees in compliance with all applicable federal and state laws, and District policy concerning the maintenance, retention and disclosure of employee records.

**4. Placement Upon Revocation of Charter** In the event of termination or non-renewal of this Charter Contract, JCS shall revert back to JSD. If necessary, JSD will follow the reduction-in-force provisions in any applicable, collective bargaining agreements for licensed and classified employees or as otherwise provided by JCS.

**6. Substitutes** JCS administration will be responsible for scheduling coverage for all JCS teachers and applicable support staff requiring substitutes in accordance with existing practices, District policies and state rule and law.

**7. Licensure** One hundred (100) percent of full-time equivalency of JCS core teachers shall be highly qualified and hold a valid teacher's certified or registered license from TSPC (Teacher Standards and Practices Commission).

**8. Professional Development** JCS shall provide professional development opportunities to JCS staff as provided for in District policy, state law, and any applicable collective bargaining agreements. JCS may collaborate with the other agencies or organizations for joint professional development opportunities.

**9. Teacher Standards & Practices Commission (TSPC) Obligation** Teachers registered with TSPC may serve as non-core instructors and/or core subject matter instructors if highly qualified in the core subject area they are teaching as provided for in ORS338.135(a)(b)(c) and will only be used to fill core subjects when a licensed staff member currently employed by the District is not available.

**10. Criminal Background Checks** JCS shall not knowingly employ any individual for whom a criminal background investigation has not been initiated or who has been convicted of one or more offenses in District Policy. The District will provide all criminal background checks, as required by ORS 342.223.

**r) Beginning date**

The beginning date for classes will be January 18, 2011.

**s) Special Education services**

JCS and the Board will collaborate on policies and procedures designed to assure that all Special Education Students who apply for enrollment at JCS receive appropriate educational services in the most favorable setting for the student. The parties recognize that there will be several methods or "delivery mechanisms" for providing these services, and that the types of special education service capabilities developed at JCS will depend on the number and special needs of the Special Education Students who apply for enrollment at JCS, the availability of other special education programs within the Oregon education system, changes in law and funding sources, and advances in teaching materials and techniques.

ORS 338.165 currently provides that the school district within which a Special Education Student's parent or legal guardian or other person in parental relationship to the student resides (the "resident school district") is responsible for providing any special education and related services to the student. Nevertheless, JCS and Board agree to the following:

JCS will plan for ongoing special education training and certification of its teaching staff and will participate in training activities recommended by the Board and the considered guidance from Oregon Department of Education, Joseph School District and the Wallowa Education Service District (ESD), subject to the availability of funding and the Board determination of special education priorities. It is the intent of

both parties to strive to meet special education needs in an environment that is the least disruptive to the Special Education Students and their families.

JCS will refer all children needing additional assessment to the student's resident District for evaluation and will actively participate in federal and state programs to inform the JCS community and its students', parents', and guardians', of the availability of special needs assessment, programs and funding.

JCS will have a staff member on the IEP Team of each JCS student enrolled as a Special Education Student. For JCS enrolled students who are residents of JSD, the IEP Team will determine how to meet the goals of the IEP and how to arrange for the special accommodations and services required. The IEP Team will continue to evaluate the placement during the school year, as the IEP Team deems appropriate. JCS will abide by the IEP Team's decision on program and placement.

JCS teaching staff shall be entitled to participate in any special education services training presented on a cost reimbursement basis.

Regarding state funding for students: The Oregon Department of Education develops formulas regarding funding for students. It shall be the intent of Joseph School District to use all funds received in this system for the Joseph Charter School System. Funding for students both resident and non-resident will be used in the same manner to fund school related expenses and activities.

**t) Community role in planning process**

Parents and community members were involved in the formative stages of the Charter School plan. Planning meetings were held during the 2009-2010 school year and again in the fall of 2010. Many parents completed and returned a survey mailed to them in March, 2010 regarding the principles upon which the Charter School should be founded. Parents and community members engaged in public forums in April, 2010. Complete support was expressed from parents and community members who attended the meetings. The community was kept abreast of the planning process and progress through several public meetings and the school's website. Articles have been printed in the Wallowa County Chieftain and the LaGrande Observer newspapers. The school board and the building site councils are supportive.

**u) Term of the charter**

The Charter Contract shall be effective upon approval of both parties and, unless otherwise terminated as provided herein, shall expire at midnight on June 30, 2015.

**v) Bonding/insurance**

- **Coverage Required** JSD shall secure, retain and provide proof of the following insurance: commercial and general liability insurance; errors and omissions insurance; directors' and officers' liability insurance; automobile liability insurance; workers' compensation insurance; and employee dishonesty insurance.

- **Coordination of Risk Management Activities** JCS will report its risk management activities to the District Superintendent. This will include the prompt reporting of any and all pending or threatened claims, filing of timely notices of claims, and cooperating fully with the District in the defense of any claims in which JCS is named. JCS will report and keep records of all accidents and injuries occurring on District-owned property and during JCS sponsored activities.

**w) Placement of staff**

Joseph Charter School will have 16 full-time and two part time teachers, four paraprofessionals, one administrator, and an office manager. It is the district's intent to employ current teachers of the Joseph School District at the charter school. There will be seven K-6 teachers, seven teachers for grades 7-12, a K-12 art specialist and a K-12 music specialist. Teaching staff will be comprised of a minimum 90% licensed teachers. The principal will supervise daily operations across the campus, facilitating planning school wide, and evaluation of staff.

All evaluations will be in compliance with District policy. Staff will be renewed annually following observation and evaluation and must be licensed or registered by TSPC.

The district will provide adequate time for the deputy clerk to handle necessary financial recordkeeping and reporting for the charter school. The district will also maintain facilities by providing a janitorial staff and necessary supplies. The district will continue to own and operate buses and employ drivers. Supplies for food service and cafeteria staff will be provided by the district.

**x) Program review/fiscal audit**

**1. Financial Records Audits and Accounting Reports.**

- **Standards** JCS shall establish, maintain and retain appropriate financial records in accordance with all applicable Federal, State and local laws, rules and regulations and Generally Accepted Accounting Principles "GAAP".
- **Periodic Reports** JCS will provide the Board with copies of its monthly, quarterly and fiscal year annual accounting reports. JCS shall provide to the Board a copy of its cash flow projections for each fiscal year and notify the Board of any unexpected event or circumstance that will impact the cash flow of the District.
- **Annual Audit** JCS will arrange an annual audit of JCS's accounts in accordance with the Municipal Audit Law, ORS 297.405 to 297.555 and 297.998. JCS will provide the Board with a copy of the audit following the financial review.

**2. Annual Financial Review** Designated JCS staff and the JCC shall review the operations, financial and otherwise, of JCS at least annually.

**y. Conversion to Charter School**

**1. Options** for students who choose not to attend Joseph Charter School include the choice to attend Innaha Elementary School in the Joseph School District, or attend a neighboring public school or alternative school.

**2. Charter School Employees** will be hired and retained in compliance with the collective bargaining agreement between the JSD and the Joseph Teachers Association and the Oregon School Employees Association.

# Charter Contract for the Joseph Charter School

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Administration and Funding of Special Education Services

**THIS CHARTER FOR THE JOSEPH CHARTER SCHOOL (JCS)** is made and entered into as of its date of execution by and between the Board of Directors of Joseph School District #6 (Board) an Oregon common school district, and the Joseph Charter Council (JCC),

## **RECITALS**

WHEREAS, the Oregon legislature has enacted ORS CHAPTER 338 (the Charter School Act) to set forth, among other things, the conditions under which a public charter school may be sponsored by a common school district; and

WHEREAS, on April 6, 2010 an application was submitted to the Joseph School District #6 Board by the Superintendent of Joseph School District #6 to determine whether the conversion to a charter district would be feasible and,

WHEREAS, The Joseph Charter Council and the Board have determined a charter school is feasible and an application for a charter school district conversion that complies with the purposes and requirements of the Charter School Act has been submitted to the Oregon Department of Education ; and

WHEREAS, the Board held a public hearing on the provisions of the proposal in accordance with ORS 338.055 (1) and school district policy and evaluated the criteria set forth in the Charter School Act; and

WHEREAS, the Board conditionally granted the application in April 2010 contingent upon the negotiation and execution of a Contract acceptable to Joseph Charter Council and the Board; and

WHEREAS, the Charter School Act requires that Joseph Charter Council and the Board enter into this agreement to establish the charter under which the Joseph Charter School will operate as a public charter school; and

WHEREAS, the parties desire that Joseph Charter School be authorized to operate and conduct its affairs in accordance with the terms of this Charter Contract and the Charter School Act;

**NOW, THEREFORE**, in consideration of the foregoing recitals and the mutual understandings, releases, and payments herein described, the parties agree as follows:

# CHARTER FOR THE JOSEPH CHARTER SCHOOL

## SECTION 1. Creation of Charter; Nature, Power and Purpose of Joseph Charter School and Joseph School District

- A. Name, Purpose** This agreement (Charter Contract) between Joseph Charter Council and the Board creates a public charter school under ORS 338.065 to be known as the “Joseph Charter School.” This Charter Contract acts as the legal authorization for the establishment of the Joseph Charter School as a public Charter School under the Charter School Act. This Charter Contract shall be legally binding on the Board and Joseph Charter Council and their permitted successors, heirs and assigns.
- B. Powers** Joseph Charter School shall have and exercise all of the powers, privileges, immunities and authorities granted to public charter schools by the Charter School Act and the laws of any other State or Federal entity having jurisdiction over the operations of Joseph Charter School.
- C. Corporate Status and Governance** Joseph Charter School shall be governed by the Joseph Charter Council, in compliance with state laws concerning ethics and conflicts of interest of public officers.
- D. Public Nature** Joseph School District is a governmental agency of a governmental entity and shall have the power to levy taxes or to issue bonds for which the public is or may become liable. However, the operations of JCS shall only be subject to the following laws that govern public bodies, as required by the Charter School Act:
- (1) **Public Meetings** All meetings of Joseph Charter School shall be open to the public, except as otherwise permitted by law, and shall be subject to the provisions of ORS 192.610 to 192.690.
  - (2) **Public Records** The records of the Joseph Charter School related to its operation of the charter school shall be subject to the public records provisions of ORS 192.410 to 192.505.
  - (3) **Oregon Tort Claims Act** Joseph Charter School and its officers, agents and employees shall be entitled to the full protection of the Oregon Tort Claims Act as set forth in ORS 30.260 to 30.300.
  - (4) **Municipal Audit Law** Joseph Charter School shall be subject to the provisions of ORS 297.405 to 297.555 and 297.990.
  - (5) **School District Laws** Joseph Charter School is subject to the statutes and rules that affect school districts except as provided in the Charter School Act. Joseph Charter School is subject to the rules adopted by the Oregon Department of Education.

(6) **Limitation** As provided above, or as may be otherwise required by State or Federal Law, Joseph Charter School shall be deemed to be a public body and is a “public agency” subject to the public Contracting and procurement laws of ORS Chapter 279.

**E. Philosophy/Mission**

**Philosophy** Joseph Charter School identifies an educated person to mean a person who has achieved an optimum level of understanding of their own special talents and strengths. This person has a level of literacy and understanding that allows them to interact in the world in a productive, positive manner. This person knows how to think and solve problems, understands and appreciates the diversity in our world and has a vision for life that includes the ability to be a life long learner. This person is one who has mastered basic academic skills to the best of his or her ability, including literacy, mathematical problem solving, history, the political process, a scientific understanding of the world and an appreciation for the arts. This person has developed the values and character necessary to enhance the world in which he or she lives and understands and embraces his or her responsibilities as a member of society.

**Mission** The mission of Joseph Charter School is to increase student achievement by expanding learning opportunities, building stronger partnerships among educators, parents, and community partners and encouraging the use of diverse and innovative learning methods and techniques. Academic excellence will be realized through individual student programs that will be supported by the principles of multiple intelligence, service learning, arts appreciation and vocational readiness.

**F. Nonreligious and Nondiscrimination Policy** The education program of Joseph Charter School shall be nonreligious and nonsectarian. Joseph Charter School shall not discriminate against any student or staff on the basis of race, creed, color, sex, national origin, religion, ancestry, disability, marital status, sexual orientation, English language ability, athletic ability, income level or political beliefs and/or affiliations. All student enrollment and admission policies and procedures shall strictly adhere to Joseph Charter School’s nondiscrimination policy. Joseph Charter School will comply with all applicable federal and state laws, rules and regulations regarding nondiscrimination.

## **SECTION 2 Interpretation: Integration**

**A. Definitions** Capitalized terms used in this Charter Contract and not otherwise defined shall have the meanings set forth below:

“**Admission**” means that a student has been formally accepted as a student at JCS and has enrolled with JCS in accordance with the JCS admission policies and procedures.

“**Board**” means Board of Directors Joseph School District #6.

“**JCC**” means the Joseph Charter Council.

“**Charter School Act**” means ORS Chapter 338 and the rules and regulations promulgated by the Department of Education there under, as the same may be, from time to time, amended or modified.

“**Core**” means those classes requiring teachers of highly qualified status, including elementary teaching staff.

“**Department of Education**” means the Oregon Department of Education.

“**District or JSD**” means the Joseph School District #6.

“**Fiscal Year**” means, with respect to the District or, any twelve-month period beginning on July 1 and ending on the ensuing June 30.

“**Full-time Enrolled Student**” means a student attending Joseph Charter School grades 1-12 and shall count as a 1.0 ADM: a student attending Joseph Charter School in kindergarten shall count as a 0.5 ADM.

“**IDEA**” means the Federal Individuals with Disabilities Education Act, commonly referred to as public Law 94-142 (as amended).

“**IEP**” means an individualized education program created for a student with disabilities to whom the IDEA applies.

“**IEP Team**” means a committee of qualified educators and a student’s parent or guardian charged with the task of evaluating the special needs of a Special Education Student to create an IEP for the student and determine the most appropriate educational setting for the student.

“**JCS**” means the Joseph Charter School, operating a kindergarten through grade twelve(12)school as a public charter school .

“**Special Education Student**” means a child with disabilities for whom the IDEA requires the development of an IEP.

“**State**” Means the State of Oregon and, as the context requires, Oregon’s executive, judicial or legislative bodies and their agents and agencies.

**B. Incorporation of Attachments and Interpretation of Conflicts** This Charter Contract will include the following appendices, exhibits and attachments, all of which will be incorporated as if fully set forth herein, provided that, if any conflict exists between the provisions of the body of this Charter Contract, applicable state law and the provisions of any appendix, attachment or exhibit, priority in interpretation shall be first given to federal and state law and administrative rules, then to the body of this Charter Contract, and lastly, to the provisions of the attachments and exhibits hereto to be included:

## **Appendix A Administration and Funding of Special Education Services**

## SECTION 3 Term

**A. Initial Term** This Charter Contract shall be effective upon approval of both parties and, unless otherwise terminated as provided herein, shall expire at midnight on June 30, 2015.

## SECTION 4 Educational Program and Curriculum

**A. Age and Grade Range** During its first year of operation or until modified JCS shall provide instruction to students in grades K-12.

### **B. Curriculum**

**(1) General Requirements** JCS shall implement its instructional programs to include, at a minimum, of sufficient courses required to meet the graduation requirements of the state of Oregon, and District Policy IKF and IKFB including core subject matter classes in both academic and career electives. The curriculum shall include rigorous classes in the subject areas of English/language arts, reading, math, science, social science, physical education, health, a second language, fine and applied arts, and career and technical education to meet the evolving requirements of the state. In addition, JCS will implement programs that meet the requirements of the personalized learning requirements of the state of Oregon including an educational plan and profile, career-related learning experience, extended application, and career-related learning standards. JCS shall have the authority and responsibility of designing and implementing its educational program, subject to the conditions of this Charter Contract, in a manner consistent with state law and District policy.

**(2) State Standards** JCS agrees to develop and maintain curricular content that is articulated K-12 and aligned to the state standards in English, mathematics, science, social science, and technology. Assessment tools for essential skills will be implemented and utilized. Technical skill assessments, both written and/or performance-based, will be utilized for measuring student performance in CTE programs of study. Physical education will include elementary and secondary grades.

The JCS will develop a CTE focused curriculum phased in over a two year period. These programs of study will include agricultural science, technology, family and consumer science, and health & social services. Additional student learning opportunities will be provided through community and four-year college partnerships.

JCS will provide adequate course offerings to provide all students the opportunity to acquire and master essential learning skills, receive a diploma, and be prepared for post-secondary education and/or training opportunities. The educational program, student performance standards, and curriculum designed and implemented by JCS shall meet or exceed applicable content standards and performance measurements adopted by the State and shall be designed to enable each student to meet or exceed those standards and measurements.

**(3) Virtual Options** JCS will provide online, distance learning, dual enrollment and/or virtual programs coursework that meets State and Department of Education requirements for courses offered in Oregon Public Schools. JCS will comply with current state laws and rules limiting nonresident enrollment in online courses to not more than fifty (50) percent of total district enrollment. These courses may be purchased from outside Contractors/vendors or be locally generated. The Board or designated agent shall have final approval over the selection of providers.

**(4) English Language Learners** JCS shall assess the English language proficiency of any students identified as coming from a non-English-speaking background, or whose first language is other than English. JCS shall provide English Language Learner programs for such students.

**(5) Participation in Extracurricular Activities** JCS students are eligible to participate in extracurricular activities provided by the JCS according to the eligibility requirement in the Athletic Policy Handbook. JCS transfer students must comply with applicable OSAA (Oregon Schools Athletic Association) rules before being eligible to participate in extracurricular activities.

**C. Articulated/Aligned Education Model** JCC will achieve its mission through the use of an articulated K-12 continuum of learning that focuses JCS resources, optimizes student learning, increases efficiency, and eliminates curricular gaps by aligning to the State Benchmarks. CTE programs of study will be aligned and articulated with post-secondary partners. Staff will participate in professional development opportunities in the following areas: innovative teaching techniques; classroom management; positive behavior systems, career/character development, curriculum alignment and planning; technology implementation; charter school development; and methodology related to implementing best practices within a small, remote, rural educational environment.

Innovative programs include:

- Developing a personal education plan and profile for each student
- Involving parents and community/agency partners in program development
- Implementing CTE programs of study related to local needs and resources
- Offering expanded options/extended applications projects that allow students to demonstrate academic and technical skills
- Utilizing registered teaching staff, as designated
- Providing students distance learning and on-line coursework opportunities
- Providing site based learning opportunities
- Encouraging project based learning
- Providing cooperative learning opportunities
- Utilizing innovative technology for instruction and learning
- Advocating for and supporting summer internships in career pathway programs

- Advocating for and supporting summer school academic intervention programs
- Advocating for and supporting summer academic enrichment programs
- Granting credits to JCS students under the applicable criteria set forth in OAR 581-22-102 and/or 581-22-1350.

## **SECTION 5 Opening date and School Calendar; Tuition;**

### **Admission and Enrollment.**

- A. Opening Date and School Calendar** The conversion to JCS will begin on the day following the approval of the Charter Contract by the Board. The first day of classes as a charter school will be the first day of school for second semester of the 2010-2011 school year as stipulated on the district calendar. The JCS school year and attendance schedule will be based on a four-day school week designed to accommodate curricular and transportation needs of JCS.
- B. Tuition** JCS will not charge tuition for programs, classes or courses of study that are part of the regular school program. JCS may charge reasonable fees for tuition, application processing, and instructional materials related to optional coursework available online or through other distance or independent learning providers.

**(1) Indigent Students** JCS shall provide waivers from all fees for those indigent students unable to pay in accordance with applicable federal and state law and JCS policy. JCS shall survey its student population for those eligible for free and reduced breakfast and lunches under federal and state law, if JCS elects to provide breakfasts, lunches or other meal related programs for students.

**C. Admission and Enrollment.**

**(1) Eligibility; Voluntary Enrollment** Student enrollment shall be voluntary. All students who reside in the District are eligible for enrollment, under the conditions set forth herein, and as permitted by State law and District Policies, students who reside outside of the District (non-resident students) may also be admitted. Enrollment of Special Education Students shall be the same as for the students in general.

**(2) Enrollment Numbers.**

- (a) First Year Enrollment** The maximum student enrollment will be a combined elementary and secondary total of 250 with no more than thirty (30) students in any one classroom. Maximum enrollment shall not apply to the addition of resident students seeking enrollment at any time after the quota has been met. Student enrollment may exceed this number with prior Board approval. Enrollment limits will be determined by the Board and reviewed annually no later than May 31, of each year.
- (b) General Procedure** Maximum student enrollment and number of available enrollments for each grade level shall be determined by the Board based on staffing and facilities.

(c) **Minimum Enrollment** The minimum enrollment shall be twenty-five (25) full-time enrolled students. This number shall be established annually, as part of the budget preparation process that includes the Board, Budget Committee, and administrative staff. Should student enrollment fall below this number of full-time enrolled students at any time during the year, the Board shall be notified. Subject to the limitations of the State requirements, and based on the circumstances of the reduced enrollment, the Board will consider what action, if any, will be taken.

(3) **Lottery Admission** will be based on an equitable lottery conducted by JCC under the following principles:

1. Non-resident or foreign exchange students who were enrolled at JCS in a previous year;
2. Non-resident students who were not enrolled at JCS in the previous year. The foregoing priority levels shall be applied in each year of enrollment beginning with the first full year of operation, with students within each level being selected, if necessary, by random lottery.

(4) **Waiting lists; Filling Vacancies** At any phase of enrollment, applicants who cannot be accommodated for admission may be placed on a waiting list. During the ensuing school year, any vacancy which occurs shall be filled first from the waiting list, according to the same preferences as applied to the original lottery, and, after exhaustion of the waiting list.

(5) **Non-resident Students** To the extent permitted by this Charter Contract and State law, a non-resident student admitted to JCS will have the same enrollment preferences (including sibling enrollment preferences) as a student who resides within the boundaries of the District, and shall not be dropped from the JCS enrollment for any reason related solely to his/her place of residence.

## **SECTION 6 Education of Students with Disabilities.**

### **A. Application and Enrollment**

(1) **Non-discrimination in Enrollment** JCS will not discriminate against enrolling Special Education Students or otherwise violate laws applicable to Special Education Students. JCS will admit students without regard to their status as Special Education Students, if the student's IEP Team determines that JCS is the appropriate placement.

(2) **Special Enrollment Procedures** Except as provided in this subsection, the procedures for application, enrollment and admission of a special education student will be the same as for any other student. The IEP Team from the resident school district of the student shall determine if JCS is the appropriate placement. If the prospective special education student is a non-resident, the JCS will contact the student's resident school district as soon as possible and will work with the resident school district and its IEP Team to determine whether placement should be at JCS and, if so, to develop a written agreement for the provision of special education services as provided in ORS 338.165.

- B. Identification of Students Eligible for IEPs** JCS will ensure that at least one of its staff or appropriate ESD personnel work with the school district of any non-resident student to ensure that the federal laws for identifying and evaluating children with special needs are carried out in good faith. Any JCS resident student referred for evaluation will remain enrolled at JCS.
- C. Funding and Administration of Special Education Student IEPs** JSD will provide special education services in accordance with State and Federal law.

## **SECTION 7 Student Performance**

- A. Academically Low Achieving Students** JCS shall identify academically low achieving students and shall provide opportunities within its educational program for remediation of the specific areas of deficiency.

### **B. Student Performance**

- (1) Assessment** In addition to its grading system JCS shall conduct periodic testing of students according to any educational testing system generally accepted by Oregon school districts. JCS shall participate in the statewide assessment system developed by the Department of Education under ORS 329.485(1). JCS will test students in grades 3,4,5,6,7,8 and secondary students in grades 10 and 11. JCS may choose to test more frequently as funding and testing instruments become available.
- (2) Corrective Action** If periodic testing at any grade level establishes that students are performing at levels lower than the State average (as applicable to the tests used by JCS), JCS shall create a plan for the remediation of the specific areas of deficiency for the student and assess the need for improvement of its teaching effectiveness in the relevant grade levels. JCS may request program evaluation and review from outside organizations or agencies if it is deemed necessary, as funds are available.

### **C. Student Attendance, Conduct and Discipline**

- (1) Attendance** JCS shall maintain accurate enrollment data and daily records of student attendance and shall provide these data to the Department of Education and other agencies as mandated by law. Student attendance at JCS shall be in compliance with Oregon's compulsory attendance law ORS 339.001-090.
- (2) Discipline Policies** JCS shall implement all the discipline policies established for the JSD, which provides an age-specific code of conduct, rules, student rights and appeal procedures, complying with all State and Federal laws. JCS shall notify its students and parents of the student rights and responsibilities by the issuance of a handbook, and shall keep its discipline, conduct and student rights policies in a location that is accessible to students and the public.
- (3) Suspension and Expulsion** Discipline involving suspension and expulsion shall be achieved according to Oregon law. All JCS expulsion proceedings shall be administered according to JSD policies appropriate to age level. Grounds for expulsion from JCS shall be consistent with State and Federal law.

## **SECTION 8 Administrative Services**

**A. Complaint Procedures** JCS shall follow the administrative process outlined in JSD policy KL and KL-AR for resolving public complaints against JCS, including complaints regarding curriculum.

**B. Student Welfare and Safety** JCS shall comply with all regulations, and applicable federal and state laws, concerning student welfare, safety and health, including, but not limited to, the reporting of child abuse, accident prevention, disaster response and any applicable local, State or Federal health, sanitation or environmental regulation.

**C. Health and Social Services** JCS may contact and contract with outside agencies to include, but not limited to, the offices of Wallowa County for the delivery of health and social services for students.

JCS shall inform the required authorities of any incident regarding child abuse and neglect, concurrent with State required reporting.

JCS shall comply with State and Federal law relating to medication administration to students.

### **D. Insurance**

**(1) Coverage Required** JSD shall secure, retain and provide proof of the following insurance: commercial and general liability insurance; errors and omissions insurance; directors' and officers' liability insurance; automobile liability insurance; workers' compensation insurance; and employee dishonesty insurance.

**(2) Coordination of Risk Management Activities** JCS will report its risk management activities to the Board. This will include the prompt reporting of any and all pending or threatened claims, filing of timely notices of claims, and cooperating fully with the District in the defense of any claims in which JCS is named. JCS will report and keep records of all accidents and injuries occurring on District-owned property and during JCS sponsored activities. A summary of these reports will be given to the Board annually.

**E. Third-Party Contracts** JCS shall not enter into any contract for comprehensive school management or operation services to be performed in substantial part by an entity not a party to this Charter Contract, unless JCS has first submitted and received approval for such contract to the Board or their designated agent.

**F. ADA/504 Obligations** JCS is legally responsible to comply with Section 504 of the Rehabilitation act of 1973, the Americans with Disabilities Act of 1990 and ORS 659 with respect to its students, staff and patrons. JCS may contract with the appropriate outside agency or organization for services or accommodations to meet JCS's legal obligations under these statutes.

- G. Transportation** JCS students may obtain transportation through the student's parent/guardian or existing public school bus lines. Provisions of District home-to-school transportation will be available as required by state law and Department of Education rule, on the days when JCS has students in attendance. Students, who reside within the District boundary but have opted out of attendance at JCS, will be provided transportation to and from the district boundary nearest their residence as part of a regularly scheduled route. Arranging transportation from this point to the school of choice will be the responsibility of the parent at no cost to JCS or JSD. If the schedule of transportation provided by JSD is not convenient for the student, parent, or receiving district, it will be the responsibility of the student, parent, and receiving district to arrange and provide transportation at no cost to JCS or JSD.
- H. JCS School Building** JCS shall be operated at the District site and use all the facilities of the JSD. District premises, furnishings and equipment shall be made available as a component of this conversion. In the event of termination of this charter Contract only those premises, furnishings and equipment purchased with charter implementation grant monies shall be held liable for redistribution under ORS 338.105(6). All other premises, furnishings and equipment shall return to JSD or other such entity as shall be designated by the Board in accordance with District policy and applicable state and federal law.
- I. Use of District Contracts** JCS shall purchase textbooks, equipment, materials and supplies as currently provided in JSD policy.

## **SECTION 9 Reports**

- A. General** JCS shall comply with all applicable record-keeping requirements of federal and state law and, shall provide any additional reports necessary to enable JCS to meet District's reporting obligations to the Oregon Department of Education. Student records maintained by JCS shall include, but not limited to, immunization records, class schedules, records of academic performance, disciplinary actions, attendance, and documents required pursuant to the statewide assessment system under ORS 329.485 (1), and any documentation required under federal and state laws regarding the education of students with disabilities.
- B. Annual Charter School Act Report** JCS shall comply with all reporting requirements of the Charter School Act, including provision of any annual report of JCS and student performance to the Board and the State Board of Education. The annual report shall be presented to the Board at a scheduled public meeting and will contain, but not limited to, the following:
- Summary data on the progress toward meeting JCS academic goals and objectives;
  - The audited financial statements of JCS;
  - Policy issues;
  - Student attendance and student discipline information;
  - All information necessary to make a determination of whether JCS is in compliance with the Charter School Act.
- The annual report shall also include the results of grade level performance testing and a summary of all corrective action plans and their effectiveness.

- C. Accountability** JCS shall be accountable to the Board. All records established and maintained in accordance with the provisions of this Charter Contract, JCS policy and federal and state law shall be open to inspection by the Board. JCS is obligated to collect and provide such data regarding staffing, student enrollment, student records, and school operations, with reasonable notice/request by the Board.
- D. Policies** Designees of the JCS shall work with the Board to revise, as needed, the existing policies and procedures previously adopted by the Board with respect to any matter relating to its operations and educational programs. The Board may approve the use of assistance from outside agencies or organizations for this purpose.

## **SECTION 10. Financial Management, Funding, Reporting and Accountability.**

- A. Operational Powers** The JCC will guide the operation and curriculum of JCS, set the yearly budget, monitor expenditures and provide a yearly audit.
- B. District Funding**
- (1) Base Level Funding** The District shall provide funding to the Joseph Charter School in an amount per weighted average daily membership (ADMw) of JCS that is equal to 80 percent of the amount of the District's general purpose grant per ADMw as calculated under ORS 327.013 for JCS students in grades kindergarten through eight and 95 percent of the amount of the District's general purpose grant per ADMw for students in grades nine through twelve. JCS agrees that the Board assumes the responsibility for fiscal management and services of all the JCS finances including, but not limited to, financial records, audits, and reports. The District will submit and claim all State and Federal funds, charter school or district grants awards, and other revenues received for the operation of the District and JCS.
- (2) Gifts, Donations and Grants** JCS may accept gifts, donations or grants, provided that no such gifts, donations or grants may be accepted if contrary to applicable law. In the event that JCS solicits funding from any source it shall comply with all applicable State and Federal laws regarding reporting of such charitable solicitations. JCS shall include all gifts, donations, and grants in it financial reports.
- C. Budget** JCS will develop those portions of the instructional and support services budget that are applicable to the operation and management of the charter school. JCS then submits this budget to the JSD budget committee for review, amendment if needed, and inclusion into the District budget document. All other functions of the District budget shall remain in the sole control of JSD under local budget law.

**D. Financial Records Audits and Accounting Reports.**

(1) **Standards** JCS shall establish, maintain and retain appropriate financial records in accordance with all applicable Federal, State and local laws, rules and regulations and Generally Accepted Accounting Principles “GAAP”.

(2) **Periodic Reports** JCS will provide the Board with copies of its monthly, quarterly and fiscal year annual accounting reports. JCS shall provide to the Board a copy of its cash flow projections for each fiscal year and notify the Board of any unexpected event or circumstance that will impact the cash flow of the District.

(3) **Annual Audit** JCS will arrange an annual audit of JCS’s accounts in accordance with the Municipal Audit Law, ORS 297.405 to 297.555 and 297.998. JCS will provide the Board with a copy of the audit following the financial review.

**E. Annual Financial Review** Designated JCS staff and the JCC shall review the operations, financial and otherwise, of JCS at least annually.

**F. Funding and Financial Services** The Board will continue management of transportation services for home to school for JCS by such means as they deem appropriate and that is required by State law and District policy at no cost to JCS. All activity transportation including academic support transportation will be negotiated. The Board will continue fiscal management and program administration of the athletic and extra-curricular programs. The Board will provide fiscal management and program administration of all federal programs and services required by Federal and State Law and District policy, including, but not limited to, financial records, audits, and reports. Included but not limited to the following programs:

- IDEA
- ESEA Title programs
- Section 504 Manage
- Charter School Grant
- And other Instructional support programs as they become available

JSD will provide JCS funding for Federal program services. JCS will provide adequate organizational structure, committees, oversight, documentation and data collection necessary to meet reporting requirements, school improvement plans, and other requirements set as conditions of use of those funds.

The Board will manage and operate the food services programs for students of JCS so long as it is economically feasible or self sustaining and of value to JCS.

## **SECTION 11 Joseph Charter School Personnel Procedures.**

**JCS Authority Status of JCS Employees.** The Board retains responsibility for the advertising of all vacancy notices, selection, hiring, training, discipline, and firing of employees. This is to be done in compliance with the collective bargaining agreement between the JSD and the Joseph Teachers Association and/or the Oregon School Employees Association, applicable Federal and State laws, and District policy.

- A. Policies** JCS will implement District policies in compliance with all applicable Federal and State laws and Collective Bargaining Agreements in effect during the life of this Charter Contract regarding recruitment, promotion, discipline and termination of personnel; methods for evaluating performance; and a plan for resolving employee-related problems, including complaint and grievance procedures. ORS 338.135
- B. Payroll** Employees shall be paid through the payroll department of JSD according to existing payroll procedures.
- C. Benefits** The licensed and classified staff at JCS will receive benefits in compliance with any applicable collective bargaining agreements. JCS supervisory staff will receive benefits in accordance with their employment Contracts.
  - (1) PERS** As required by the Charter School Act, JCS shall participate in the Public Employees Retirement System (PERS) for its employees or its successor system(s).
  - (2) Employee Welfare and Safety** JCS shall comply with applicable federal and state laws concerning employee welfare, safety and health issues.
- D. Employee Records** JCS shall be responsible for establishing and maintaining personnel records for its employees in compliance with all applicable federal and state laws, and District policy concerning the maintenance, retention and disclosure of employee records.
- E. Placement Upon Revocation of Charter** In the event of termination or non-renewal of this Charter Contract, JCS shall revert back to JSD. If necessary, JSD will follow the reduction-in-force provisions in any applicable, collective bargaining agreements for licensed and classified employees or as otherwise provided by JCS.
- F. Substitutes** JCS administration will be responsible for scheduling coverage for all JCS teachers and applicable support staff requiring substitutes in accordance with existing practices, District policies and state rule and law.
- G. Licensure** One hundred (100) percent of full-time equivalency of JCS core teachers shall be highly qualified and hold a valid teacher's certified or registered license from TSPC (Teacher Standards and Practices Commission).
- H. Professional Development** JCS shall provide professional development opportunities to JCS staff as provided for in District policy, state law, and any applicable collective bargaining

agreements. JCS may collaborate with the other agencies or organizations for joint professional development opportunities.

- I. Teacher Standards & Practices Commission (TSPC) Obligation** Teachers registered with TSPC may serve as non-core instructors and/or core subject matter instructors if highly qualified in the core subject area they are teaching as provided for in ORS338.135(a)(b)(c) and will only be used to fill core subjects when a licensed staff member currently employed by the District is not available.
- J. Criminal Background Checks** JCS shall not knowingly employ any individual for whom a criminal background investigation has not been initiated or who has been convicted of one or more offenses in District Policy. The District will provide all criminal background checks, as required by ORS 342.223.

## **SECTION 12 Termination.**

With the exception of termination by mutual agreement or the election of non-renewal by a party upon the expiration of any Charter Contract term, this Charter Contract may be terminated as provided in this section.

- A. Termination by Board Subject to 60-Day Notice** The Board may terminate this Charter Contract upon not less than sixty (60) days prior written notice to JCC upon the occurrence of one of the following events:
  - (1) Breach of Contract** Breach by JCS of any material term or condition of this Charter Contract, other than a breach or condition described in subsection 12C, which continues for more than thirty (30) days after JCS receives written notice from Board specifying the nature of the breach and demanding its cure, provided that, if the nature of the breach prevents it cure within thirty days, then this Charter Contract may not be terminated if within the thirty-day period, JCS submits a plan for the curing of such breach that is satisfactory to the Board and diligently prosecutes the plan to its satisfactory conclusion. Material terms and conditions include, but shall not be limited to:
    - (a) Breach of any condition or requirement set forth in the Charter School Act or any State or Federal law applicable to JCS under ORS 338.115 of the Charter School Act.
  - (2) Financial Instability** JCS shall be deemed financially unstable only upon its failure to pay its debts when due and payable, or upon the filing in any state or federal bankruptcy court of any claim for relief from its creditors, or if litigation shall be commenced by its creditors. Failure to maintain budget in relation to enrollment shall require reconciliation between revenue and expenses with expenses not to exceed revenue. Said failure shall be deemed sufficient cause for termination of the Charter Contract only in such circumstance as no viable plan to remedy the failure, is put forward within thirty (30) days of notification to the Board. The Board shall have thirty (30) days to consider and approve or disapprove the plan. Should the Board disapprove the plan the process for Charter Contract termination will be followed as prescribed in Section 12.
  - (3) Failure to Maintain Minimum Enrollment** This Charter Contract may be terminated if JCS fails to maintain an enrollment sufficient to provide adequate funding to continue

operations. At no time shall total enrollment drop below twenty-five (25) students as required under ORS 338.115(5).

**B. Notice and Right of Appeal** The Board shall notify JCC at least sixty (60) days prior to the proposed effective date of any termination under subsection 12(a). The notice shall state the grounds for the termination. JCC may request a hearing with the Board by written request within ten (10) days of the notice of termination. JCC may appeal the decision of the Board to the State Board of Education. The decision of the State Board of Education may be appealed pursuant to applicable State law.

**C. Termination of District Without Notice** The Board may terminate this charter Contract immediately and close JCS if JCS is endangering the health or safety of its students.

(1) **Hearing on Termination** The JCC may, in writing, request a hearing with the Board on the termination of this Charter Contract under this subsection 12C. The Board shall hold a hearing within ten (10) days after receiving the request.

(2) **Appeal to Board of Education** The JCC may appeal a decision of the Board under this subsection to the State Board of Education.

(3) **School Closure Pending Appeal** Throughout the appeals process, JCS shall remain closed at the discretion of the Board unless the State Board of Education orders the Board to open JCS and not terminate this Charter Contract.

**D. Termination by the Board for Lacking of Funding** The Board may terminate this Charter Contract at the end of a semester, and upon such notice as may reasonably be given, if JCS should become unable to receive State funding provided herein for reasons beyond the Board control.

**E. Termination by JCC** JCC may only terminate this Charter Contract, dissolve or close the JCS at the end of a semester with not less than ninety (90) days written notice to the Board prior to the proposed effective date of the termination, closure or dissolution. The written notice should include reason(s) for terminating, dissolving, or closing JCS. Subject to the foregoing limitation, the decision to dissolve this Charter Contract shall be at the will of JCC.

**F. Effect of Termination** Termination of this Charter Contract shall not abridge JCS 's legal authority to operate as a private or non-chartered public school. However, if this Charter Contract is terminated, all JCS assets that were purchased with public charter school funds may be required to be given to the State Board of Education. Notwithstanding the foregoing, and to the extent permitted by law, in the event of a termination of this Charter Contract, all assets, equipment, supplies and other items provided to JCS which were the sole property of JSD prior to this Charter Contract or were added after the fact with funds not a part of public charter school funds or are of a nature that their loss or absence would prevent the operation of the District or its programs after termination of this charter Contract, shall be returned to or retained by JSD.

## **SECTION 13 Status of Parties/Governance.**

The Charter Development Committee shall act in a capacity to present the Charter Contract to the Board. Upon acceptance by the Board of the Charter Contract the Charter Development Committee shall be known as the Joseph Charter Council (JCC) and meet at least quarterly. The JCC shall designate one individual who will function in an ongoing capacity as chairperson and receive such correspondence from the Board as shall be required under this Charter Contract. The JCC shall be called together for such times as required to deal with issues such as renewal, termination, amendments to the existing Charter Contract or when instructed to convene by the Board or at such times as the members of the JCC deem necessary. JCC will review curriculum and operation of JCS and will set budget on a yearly basis. New members to the JCC shall be selected by the current members of the JCC from a list of volunteers who have submitted their names to the JCC for that purpose. They shall be chosen during a public meeting of the JCC. The JCC shall consist of seven (7) members. These members shall include five community members and two members of the JCS staff.

**Board Acceptance of Liability** The parties to this Charter Contract expressly acknowledge that JCS is operating as the agent, and under the direction and control, of the Board. The Board assumes that liability normally associated with Boards of other Oregon public schools for any loss or injury resulting from, including, but not limited to any loss arising from the acts or omissions of the JCS, its directors, trustees, agents or employees; the use and occupancy of the building occupied by JCS or any matter in connection with the condition of such building; or any debt or Contractual obligation incurred by the JCS.

## **SECTION 14 Indemnification.**

To the extent not covered by insurance or otherwise barred by the Oregon Tort Claims Act in ORS Chapter 30, the Joseph Charter School agrees to indemnify and hold the District, its Board, agents and employees harmless from all liability, claims and demands on account of injury, loss or damage, including, without limitation, claims arising from (1) the possession, occupancy or use by the JCS of property of the JCS or its faculty, employees, students, patrons, guests or agent; (2) civil rights violations, bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever which arise out of the acts or omissions of the JCS. This indemnification shall not apply to any liability, claims, or demands resulting from the negligence or wrongful act or omission of any District Board member, officer or employee. This indemnification shall not apply to any damages incurred regarding any act of omission of the JCS or JCC that is later deemed to be required by law or this Contract. The JCS agrees to indemnify, hold harmless and defend the District from all contract claims in which the JCS has obligated the District without the District's prior written approval. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability provided in the Oregon Tort Claims Act.

## **SECTION 15 Dispute Resolution.**

In matters related to disputes between the Board and the JCC, the parties agree that the State Board of Education or its designated representative shall act as arbitrator or other such agency as shall be established by law.

## **SECTION 16 Miscellaneous Provisions.**

- A. Entire Agreement** This Charter Contract, with appendices and attachments, contains all terms, conditions and provisions hereof and the entire understanding and all representations of understandings and discussions of the parties relating thereto as of its date of execution, and all prior representations, understandings and discussions are merged herein and superseded and cancelled by this Charter Contract.
- B. Governing Law** This Charter Contract shall be governed by, subject to and constructed under the laws of the State of Oregon without regard to its conflicts of law provisions.
- C. Assignment** This Charter Contract may not be assigned or delegated by either party under any circumstances, it being expressly understood that the Charter granted by this Charter Contract runs solely and exclusively to JCS as a public Charter School sponsored by the Board.
- D. Amendment**
- (1) **In General** Except as expressly provided herein to the contrary, this Charter Contract may be modified or amended only by written agreement between JCC and the Board and/or their designee.
- (2) **Changes in Law** This Charter Contract shall be automatically amended to include any amendment, deletion or change in law, which, by its own terms, is made applicable to matters contemplated by this Charter Contract. In addition, if the State develops any new rules, regulations or statutes that may affect the terms of this Charter Contract or otherwise affect JCS, JCS and the Board shall review this Charter Contract and determine whether this Charter Contract shall be amended. The amended law will only take effect if the legislature indicates it applies to existing charter Contracts.
- E. No Waiver** The parties agree that no assent, express or implied, to any breach by either of them of any one or more of the covenants and agreements expressed herein shall be deemed or taken to constitute a waiver of any succeeding or other breach.
- F. Severability** If any provision of this contract is determined to be unenforceable or invalid for any reason, the remainder of the Contract shall remain in effect, unless otherwise terminated by one or both of the parties in accordance with the terms of this Charter Contract.
- G. Prior Actions** As a condition precedent to this Charter Contract becoming effective on the effective date specified above, JCS shall have taken, completed and satisfied any action or obligation which is required to be completed before such effective date and failure to do so shall constitute grounds for the Board to declare this Contract null and void.

## **SECTION 17 Notice; Designated Representatives**

**Notice.** Until a party provides written instructions to the contrary, any notice required or permitted under this Charter Contract shall be in writing and shall be effective upon either personal delivery (subject to verification of service or acknowledgement of receipt) or one day after mailing when sent by certified mail, postage prepaid, to the party at the address shown below.

Joseph Charter School  
Joseph Charter Council  
400 E. Wm. E. Williams Ave.  
Joseph, OR 97846

## **SECTION 18 Power of District Liaison or Superintendent**

The functions and powers of the Board may be exercised by the Superintendent or a designated liaison, provided that any ultimate decision regarding renewal, non-renewal or revocation of this Charter Contract shall be made only by the Board.

## **SECTION 19 JCS Authority to Enter Into Contract**

JCC expressly affirms that the signatories on its behalf who sign below have the authority to enter into this Charter Contract on behalf of JCC. JCC shall provide the Board a copy of its written resolution authorizing JCC to enter into this Charter Contract.

In Witness Whereof, the parties have executed this Charter Contract as of the date below.

\_\_\_\_\_  
**Eric Borgerding**

**Joseph School Board**

**Date** \_\_\_\_\_

\_\_\_\_\_  
**Josh Kesecker**

**Joseph Charter Council Representative**

**Date** \_\_\_\_\_

\_\_\_\_\_  
**Rhonda Shirley**

**Joseph District Superintendent**

**Date** \_\_\_\_\_

## **APPENDIX A**

### **Administration and Funding of Special Education Services**

JCS and the Board will collaborate on policies and procedures designed to assure that all Special Education Students who apply for enrollment at JCS receive appropriate educational services in the most favorable setting for the student. The parties recognize that there will be several methods or “delivery mechanisms” for providing these services, and that the types of special education service capabilities developed at JCS will depend on the number and special needs of the Special Education Students who apply for enrollment at JCS, the availability of other special education programs within the Oregon education system, changes in law and funding sources, and advances in teaching materials and techniques.

ORS 338.165 currently provides that the school district within which a Special Education Student’s parent or legal guardian or other person in parental relationship to the student resides (the “resident school district”) is responsible for providing any special education and related services to the student. Nevertheless, JCS and Board agree to the following:

JCS will plan for ongoing special education training and certification of its teaching staff and will participate in training activities recommended by the Board and the considered guidance from Oregon Department of Education, Joseph School District and the Wallowa Education Service District (ESD), subject to the availability of funding and the Board determination of special education priorities. It is the intent of both parties to strive to meet special education needs in an environment that is the least disruptive to the Special Education Students and their families.

JCS will refer all children suspected of having learning disabilities to the student’s resident District for evaluation and will actively participate in federal and state programs to inform the JCS community and its students’, parents’, and guardians’, of the availability of special needs assessment, programs and funding.

JCS will have a staff member on the IEP Team of each JCS student enrolled as a Special Education Student. For JCS enrolled students who are residents of JCS, the IEP Team will determine how to meet the goals of the IEP and how to arrange for the special accommodations and services required. The IEP Team will continue to evaluate the placement during the school year, as the IEP Team deems appropriate. JCS will abide by the IEP Team’s decision on program and placement.

JCS teaching staff shall be entitled to participate in any special education services training presented on a cost reimbursement basis.

Regarding state funding for students: The Oregon Department of Education develops formulas regarding funding for students. It shall be the intent of Joseph School District to use all funds received in this system for the Joseph Charter School System. Funding for students both resident and non-resident will be used in the same manner to fund school related expenses and activities.



## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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To add more Budget Narrative attachments, please use the attachment buttons below.

**Budget Narrative for Federal CSP Grant Funds  
Joseph Charter School**

**Total Funds Requested: \$650,380**

Planning-\$226,168, Implementation Year 1-\$205,154, Implementation Year 2-\$219,058

**Planning Phase 10/1/11-7/1/12 Pages 1-5**

**1. Personnel:** No personnel will be paid for out of grant funds for any phase of the grant. Stipends to be paid to the project directors or teachers are listed under Consultation.

**1. Total Personnel: \$0**

**2. Fringe Benefits** No fringe benefits will be paid for out of grant funds for any phase of the grant.

**2. Total Fringe Benefit: \$0**

**3. Travel**

**3a. Travel to State charter School conference**

600 round trip X 2 people X .51 mile	\$612
Per diem \$66 X 2 people X 2 days	\$264
Conferences fees \$200 X 2 people	\$400
<b>Subtotal</b>	<b>\$1,276</b>

**3b. Travel for grant meeting in Washington DC**

Airfare \$600 X 2 people X 1 round trip	\$1,200
Lodging \$200 per night X 2 nights X 2 people	\$800
Per diem \$66 X 2 days X 2 people	\$264
Taxi fee for round trip to hotel for 3 people	\$100
<b>Subtotal</b>	<b>\$2,364</b>

**3c. Travel to National Charters Schools conference TBD**

Plane ticket @ \$500 X 2 people	\$1,000
Hotel \$200 X 2 people X 3 nights	\$1,200
Conference fees \$200 X 2 people	\$400
Per diem \$66 X 3 days X 2 people	\$396
<b>Subtotal</b>	<b>\$2,996</b>

**3d. Travel to National Art Education Conference TBD**

Plane ticket @ \$600 X 2 people	\$1,200
Hotel \$200 X 2 people X 3 nights	\$1,200

Conference fees \$200 X 2 people	\$400
Per diem \$66 X 3 days X 2 people	\$396
<b>Subtotal</b>	<b>\$3,196</b>

**3e. Misc. travel**

Consult with other schools, work with consultants, coordinate with community partners, etc 4,000 miles @ .51 per mile.

**Subtotal \$2,040**

**3f. Travel to Multiple Intelligences/Individualizing Teaching Strategies/Diversity Conferences TBD**

Plane ticket @ \$600 X 2 people	\$1,200
Hotel \$200 X 2 people X 3 nights	\$1,200
Conference fees \$200 X 2 people	\$400
Per diem \$66 X 3 days X 2 people	\$396
<b>Subtotal</b>	<b>\$3,196</b>

**3. Total Travel \$15,068**

**4. Equipment**

The computers are for the use of the project director and the two people who will assisting with the duties of the project goals & community outreach. The webcam is to enhance the learning ability of students in a variety of situations, enhance the goal of diversity, enhance the implementation of the National Technology Standards, enhance Career Technical Educational, expand course options and early college opportunities across the curriculum Prior to the opening of school.

**4a. 3 @ \$2,000 Laptop computers (plus software) Subtotal \$6,000**

**4b. 1 projector for community outreach Subtotal \$700**

**4c. Equipment for virtual environment.** (TBD after completion of Technology Infrastructure/Education Plan) to set up **virtual environment** throughout school-web cameras, etc to allow students to interact with other students in other parts of the world regarding similar learning objectives; to allow enhanced interactive teacher training opportunities; to allow early college enrollment for students via interactive courses, etc.; to allow observation of field work; to allow greater opportunities for Career Technical Educational. **Subtotal \$25,000**

**4. Total Equipment \$31,700**

**5. Supplies**

**5a. Misc training materials** on National Art Standards, School Wide Positive Behavior Support, Place Based Education, Multiple Intelligences, Teaching To Individual Differences, National Technology Standards. **Subtotal \$4,000**

**5b. Misc. office supplies**, printing, copying. **Subtotal \$1,000**

**5c. Materials to make building ADA compliant**  
**Subtotal \$10,500**

**5d. Modom, wireless network, server (to allow wireless access throughout buildings)**  
**Subtotal \$20,000**

**5. Total Supplies \$35,500**

**6. Contractual**

<u>Name of Consultant</u>	<u>Service Provided</u>	<u>Computation</u>	<u>Cost</u>
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Joseph Charter School was a combined grassroots movement, consisting of parents, community members and school staff. While the development team has commitment, passion, knowledge and skills, legal and consultation help will be needed in a variety of areas to complete the project goals; including training. In addition, we are asking for grant funds to pay a stipend to a project director to facilitate the completion of the project/school/student goals during planning & both years of Implementation.

**6a. Charter School Legal/Consultation TBD**  
\$500 per day X 30 days from 10/1/11 to 7/1/12 **Subtotal \$15,000**

**6b. TBD Consultation for implementation of National Standards Arts** alignment \$500 per day @ 20 days = \$10,000 Consultant will work with the project director or designee to correlate the National Standards of Arts to all of the Oregon Content Standards, train staff (5 days) and follow-up support. **Subtotal \$10,000**

**6c. Project Director** Coordinate grant project \$40 hour @ 750 hours from 10/1/11-6/1/12 = \$30,000 The project director or designee will coordinate the grant goals & complete the tasks as indicated in the Management Plan Selection Criteria (viii). The project director will coordinate the completion of the School Objectives, Student Objectives & Project Goals & Objectives, including the evaluation component.  
**Subtotal \$30,000**

**6d. Stipend For Teachers** to work on curriculum alignment with Oregon Department of Education Content Standards, National Standards Art Education, National Technology Standards, Career Technical Education, new course outlines, educational framework,

curriculum selection, etc. 6 teachers X 10 days @ \$200 per day = \$6,000.  
**Subtotal \$12,000**

**6e. School Wide Positive Behavior Support** 5 days @ \$400 per day = \$3,200  
The project directors will work with consultants from Positive Behavior Support to develop & implement training (2 days) & training materials.  
**Subtotal \$3,200**

**6f. TBD Consultant** to plan evaluation/accountability component for entire project-  
\$400 a day X 5 days= \$2,000  
**Subtotal \$2,000**

**6g. TBD contract** with Graphic Artist to develop brochure 5 days @ \$400 day =  
\$2,000  
**Subtotal \$2,000**

**6h. TBD contract** with Web Page designer 5 days @ \$400 = \$2,000  
**Subtotal \$2,000**

**6i. Community Outreach**  
This contract will be for media advertising regarding community outreach for the school, governance, enrollment and outreach for employment, community partners, Career Technical Educational opportunities in the community, highly qualified supplemental course instructors, drop out retrieval, etc. **Subtotal \$10,000**

**6j. TBD consultant** to help develop Educational Technology Plan & Infrastructure.  
\$500 day X 12 days = \$6,000

**6k. TBD Consultant to implement** Multiple Intelligences training component \$800 a  
day X 2 days= \$800  
**Subtotal \$1,600**

**6l. TBD Consultant** to implement training (3 days) on **National Technology Standards.** 3 days @ \$500 day.  
**Subtotal \$1,500**

**6m. TBD Consultant** to implement training (2 days) on principles of **Place Based Education** 2 days @ \$500 day.  
**Subtotal \$1,000**

**Total Contractual \$ 96,300**

**7. Construction** **Total Construction \$0**

**8. Other** **Total Other \$0**

**9. Total Direct Costs (items 1-8)** **DIRECT COSTS \$178,568**

**10. Total Indirect Costs** **INDIRECT COSTS \$ 0**

**11. Training Stipends** **TRAINING STIPENDS \$47,600**  
 (These funds are needed to implement training on National Standards Art Education integration (5 days); Positive Behavior Support (2 days); Multiple Intelligences and Teaching Strategies (2 days), Placed Based Education (2 days), National Technology Standards (3 days). 17 teachers X 14 days @ \$200 per day.

**12. TOTAL COSTS (items 9-11) \$226,168**

**TOTAL FUND REQUEST FOR PLANNING PHASE \$226,168**

**Implementation Phase 1 7/1/12-7/1/13 pages 5-9**

**1. Personnel:** No personnel will be paid for out of grant funds for any phase of the grant. Stipends to be paid to the project directors or teachers are listed under Consultation.

**1. Total Personnel: \$0**

**2. Fringe Benefits** No fringe benefits will be paid for out of grant funds for any phase of the grant.

**2. Total Fringe Benefit: \$0**

**3. Travel**

**3a. Travel to State charter School conference  
 (These individuals will return and share knowledge with staff.)**

600 round trip X 2 people X .51 mile	\$612
Per diem \$66 X 2 people X 2 days	\$264
Conferences fees \$200 X 2 people	\$400
<b>Subtotal</b>	<b>\$1,276</b>

**3b. Travel for grant meeting in Washington DC**

Airfare \$600 X 2 people X 1 round trip	\$1,200
Lodging \$200 per night X 2 nights X 2 people	\$800
Per diem \$66 X 2 days X 2 people	\$264
Taxi fee for round trip to hotel for 3 people	\$100
<b>Subtotal</b>	<b>\$2,364</b>

**3c. Travel to National Charters Schools conference TBD  
 (These individuals will return and share knowledge with staff.)**

Plane ticket @ \$500 X 2 people	\$1,000
Hotel \$200 X 2 people X 3 nights	\$1,200
Conference fees \$200 X 2 people	\$400

Per diem \$66 X 3 days X 2 people \$396  
**Subtotal \$2,996**

**3d. Travel to National Standards Art Education Conference TBD  
 (These individuals will return and share knowledge with staff.) Web camera  
 will be used rather than travel, if opportunity is available.**

Plane ticket @ \$600 X 2 people \$1,200  
 Hotel \$200 X 2 people X 3 nights \$1,200  
 Conference fees \$200 X 2 people \$400  
 Per diem \$66 X 3 days X 2 people \$396  
**Subtotal \$3,196**

**3e. Travel to Multiple Intelligences/Individualizing Teaching Strategies  
 Conference TBD (These individuals will return and share knowledge with  
 staff.) Web camera will be used rather than travel, if opportunity is available.**

Plane ticket @ \$600 X 2 people \$1,200  
 Hotel \$200 X 2 people X 3 nights \$1,200  
 Conference fees \$200 X 2 people \$400  
 Per diem \$66 X 3 days X 2 people \$396  
**Subtotal \$3,196**

**3f. Travel to National Technology Conferences TBD (These individuals will  
 return and share knowledge with staff.) Web camera will be used rather than  
 travel, if opportunity is available.**

Plane ticket @ \$600 X 2 people \$1,200  
 Hotel \$200 X 2 people X 3 nights \$1,200  
 Conference fees \$200 X 2 people \$400  
 Per diem \$66 X 3 days X 2 people \$396  
**Subtotal \$3,196**

**3g. Misc. travel**

Consult with other schools, work with consultants, travel to training, coordinate with  
 community partners, etc 3,000 miles @ .51 per mile.

**Subtotal \$1,530**

**Total Travel \$17,754**

**4. Equipment**

This equipment is required in order to have the necessary technological equipment  
 conducive to a professional school office and classroom setting, expand learning  
 options, & integrate the National Technology Standards & enhance Career Technical

Educational, expand course options and early college opportunities across the curriculum.

**4a. Computers** for high school (plus software) Number & type TBD in Technology Infrastructure and Education Plan being developed in Planning Phase: **Subtotal \$50,000**

**4b. TBD Software** for evaluation component. **Subtotal \$10,000**

**4c. TBD technological teaching equipment TBD** in Technology Infrastructure and Education Plan being developed in Planning Phase (i.e. digital cameras, document cameras, instructor computers, hand held learning tools, iPod touches, Vernier probeware, etc.) **Subtotal \$25,000**

**4d. Equipment for Vocational Education classes** TBD by results of community outreach (Goal 2) for Career Technical Educational opportunities in the community. **Subtotal \$15,000**

**4. Total Equipment \$100,000**

**5. Supplies**

**5a. Classroom set** of recommended curriculum to integrate National Standards Art Education, National Technology Standards, and mentoring/career education materials K-12 .

**Subtotal \$20,000**

**5. Total Supplies \$20,000**

**6. Contractual**

<u>Name of Consultant</u>	<u>Service Provided</u>	<u>Computation</u>	<u>Cost</u>
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Joseph Charter School was a grassroots movement. While the development team has commitment, passion, knowledge and skills, legal and consultation help will be needed in a variety of areas to complete the project goals. In addition, we are asking for grant funds to pay a stipend to a project director to facilitate the completion of the project/school/student goals during planning & both years of Implementation.

**6a. Project Director** Coordinate grant project \$40 hour @ 750 hours from 6/1/12-6/1/13 = \$30,000 The project director or designee will coordinate the grant goals & complete the duties as indicated in the Management Plan Selection Criteria (viii). The project director will coordinate the completion of the School Objectives, Student Objectives & Project Goals & Objectives, including the evaluation component. **Subtotal \$30,000**

**6b. TBD Consultant** to implement evaluation/accountability component \$400 a day X 3 days= \$1,200 **Web camera will be used, if opportunity is available.**  
**Subtotal \$1,200**

**6c. TBD Consultation to integrate National Standards of the Arts, National Technology Standards** to review training components & facilitate implementation of curriculum. 16 hours and follow-up support. **Web camera will be used, if opportunity is available.** **Subtotal \$4,000**

**6d. School Wide Positive Behavior Support Review 16 hours @ \$800 = \$800**  
Positive Behavior Support review of training. **Web camera will be used, if opportunity is available.** **Subtotal \$800**

**6e. Community Outreach**

This contract will be for media advertising regarding community outreach for the school, governance, enrollment and outreach for employment, community partners, Career Technical Educational opportunities in the community, highly qualified supplemental course instructors, drop out retrieval, etc. **Subtotal \$5,000**

**6f. TBD Consultant to review Multiple Intelligences training component \$800 a day X 1 days= \$800** **Web camera will be used, if opportunity is available.** **Subtotal \$1,600**

**6g. TBD Consultant to implement training review (1 days) on National Technology Standards.** **Web camera will be used, if opportunity is available. 1 days @ \$500 day.** **Subtotal \$500**

**6h. TBD Consultant to implement training review of principles of Place Based Education.** **Web camera will be used, if opportunity is available. 1 day @ \$500**  
**Subtotal \$500**

**Total Contractural \$43,600**

**7. Construction**

**Total Construction \$0**

**8. Other**

**Total Other \$0**

**9. Total Direct Costs (items 1-8)**

**DIRECT COSTS \$ 181,354**

**10. Total Indirect Costs**

**INDIRECT COSTS \$ 0**

**11. Training Stipends 17 teachers to attend 7 days training at \$200 stipend per day**  
**Subtotal \$23,800**

**TRAINING STIPENDS \$23,800**

**12. TOTAL COSTS (items 9-11) \$205,154**

**TOTAL FUND REQUEST FOR IMPLEMENTATION YEAR 1 \$205,154**

**IMPLEMENTATION Year 2**

**IMPLEMENTATION PHASE 2 10/1/13-6/1/14 Pages 9-12**

**1. Personnel:** No personnel will be paid for out of grant funds for any phase of the grant. Stipends to be paid to the project directors or teachers are listed under Consultation.

**1. Total Personnel: \$0**

**2. Fringe Benefits** No fringe benefits will be paid for out of grant funds for any phase of the grant.

**2. Total Fringe Benefit: \$0**

**3. Travel**

**3a. Travel to State charter School conference**

600 round trip X 2 people X .51 mile	\$612
Per diem \$66 X 2 people X 2 days	\$264
Conferences fees \$200 X 2 people	\$400
<b>Subtotal</b>	<b>\$1,276</b>

**3b. Travel for grant meeting in Washington DC**

Airfare \$600 X 2 people X 1 round trip	\$1,200
Lodging \$200 per night X 2 nights X 2 people	\$800
Per diem \$66 X 2 days X 2 people	\$264
Taxi fee for round trip to hotel for 3 people	\$100
<b>Subtotal</b>	<b>\$2,364</b>

**3c. Travel to National Charters Schools conference TBD**

Plane ticket @ \$500 X 2 people	\$1,000
Hotel \$200 X 2 people X 3 nights	\$1,200
Conference fees \$200 X 2 people	\$400
Per diem \$66 X 3 days X 2 people	\$396
<b>Subtotal</b>	<b>\$2,996</b>

**3d. Travel to National Standards Arts Education & National Technology Standards TBD (These individuals will return and share knowledge with staff.) Web camera will be used rather than travel, if opportunity is available.**

Plane ticket @ \$600 X 2 people	\$1,200
Hotel \$200 X 2 people X 3 nights	\$1,200
Conference fees \$200 X 2 people	\$400
Per diem \$66 X 3 days X 2 people	\$396
<b>Subtotal</b>	<b>\$3,196</b>

**3e. Travel to Multiple Intelligences/Individualizing Teaching Strategies Conference TBD (These individuals will return and share knowledge with staff.) Web camera will be used rather than travel, if opportunity is available.**

Plane ticket @ \$600 X 2 people	\$1,200
Hotel \$200 X 2 people X 3 nights	\$1,200
Conference fees \$200 X 2 people	\$400
Per diem \$66 X 3 days X 2 people	\$396
<b>Subtotal</b>	<b>\$3,196</b>

**3f. Misc. travel**

Consult with other schools, work with consultants, travel to training, coordinate with community partners, etc 3,000 miles @ .51 per mile.

**Subtotal \$1,530**

**3. Total Travel \$ 14,558**

**4. Equipment**

**4a. Computers** (plus software) for grades K-6 (Number & type to be determined after completion of Technology Infrastructure & Education Plan to be done during Planning Phase. Student classroom computers and staff tablet computers who did not receive them in Year 1 Implementation.

**Subtotal \$80,000**

**4b. Storage and charging station** for laptops above. **Subtotal \$10,500**

**4c. TBD Software to continue to evaluation component & finalize evaluation report. \$10,000**

**4. Total Equipment \$100,500**

**5. Supplies**

These supplies are requested because supplies were not provided for grades K-6 in Implementation Year 1.

5 a.. TBD Classroom supplies to meet technological/art standards & to implement technology/art across the curriculum. Grades K-6.

Subtotal \$40,000

5. Total Supplies \$40,000

## 6. Contractual

<u>Name of Consultant</u>	<u>Service Provided</u>	<u>Computation</u>	<u>Cost</u>
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Joseph Charter School was a grassroots movement. While the development team has commitment, passion, knowledge and skills, legal and consultation help will be needed in a variety of areas to complete the project goals. In addition, we are asking for grant funds to pay a stipend to a project director to facilitate the completion of the project/school/student goals during planning & both years of Implementation.

**6a. Project Director** Coordinate grant project \$40 hour @ 750 hours from 7/1/13-7/1/14 = \$30,000 The project director or designee will coordinate the grant goals & complete the duties as indicated in the Management Plan Selection Criteria (viii). The project director will coordinate the completion of the School Objectives, Student Objectives & Project Goals/Objectives as outlined in the Management Plan of the narrative, including the evaluation component. **Subtotal \$30,000**

**6b. TBD Consultant** to finalize implementation of evaluation/accountability component & establish process for ongoing evaluation. \$400 a day X 2 days= \$800 **Subtotal \$800**

### 6c. Community Outreach

This contract will be for media advertising regarding community outreach for the school, governance, enrollment and outreach for employment, community partners, Career Technical Educational opportunities in the community, highly qualified supplemental course instructors, drop out retrieval, etc. **Subtotal \$2,500**

**6d. Consultation for implementation of integration of National Standards of Arts Education**-review to facilitate continued implementation. 2 days @ \$500 = \$1,000.

**Web camera will be used, if opportunity is available. Subtotal \$1,000**

**Subtotal \$1,000**

**6e. Positive Behavior Support review** 1 day @ \$400 per day = \$400  
Webcam based Positive Behavior Support review if possible.

**Subtotal \$400**

**6f. TBD Consultation for Place Based Education review 1 days @ \$400 per day = \$400**

Webcam based Positive Behavior Support review.

**Subtotal \$400**

**6k. TBD Consultant to review continued implementation of Multiple Intelligences principles & individualizing teaching strategies \$800 a day X 1 days= \$800 (Web cam training will be used if possible.)**

**Subtotal \$800**

**6l. TBD Consultant to review training (1 days) on continued implementation of National Technology Standards. 1 days @ \$500 day. Webcam will be used if possible.**

**Subtotal \$500**

**Total Contractural \$43,600**

**7. Construction**

**Total Construction \$0**

**8. Other**

**Total Other \$0**

**9. Total Direct Costs (items 1-8)**

**DIRECT COSTS 198,658**

**10. Total Indirect Costs**

**INDIRECT COSTS \$ 0**

**11. Training Stipends**

**TRAINING STIPENDS \$20,400**

These training days are necessary to review the principles of Multiple Intelligences, teaching strategies, Place Based Education, National Technology Standards, National Standards of Arts Education. 6 days training X 17 teachers X \$200

**12. TOTAL COSTS (items 9-11) \$219,058**

**TOTAL FUND REQUEST FOR IMPLEMENTATION YEAR 2 \$ 219,058**

# Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

## Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

## Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

<b>Applicant's (Organization) Name:</b>	Joseph Charter School
<b>Applicant's DUNS Name:</b>	1008284250000
<b>Federal Program:</b>	Office of Innovation and Improvement (OII): Charter Schools Program (CSP): Planning
<b>CFDA Number:</b>	84.282

1. Has the applicant ever received a grant or contract from the Federal government?

Yes  No

2. Is the applicant a faith-based organization?

Yes  No

3. Is the applicant a secular organization?

Yes  No

4. Does the applicant have 501(c)(3) status?

Yes  No

5. Is the applicant a local affiliate of a national organization?

Yes  No

6. How many full-time equivalent employees does the applicant have? (Check only one box).

3 or Fewer  15-50

4-5  51-100

6-14  over 100

7. What is the size of the applicant's annual budget? (Check only one box.)

Less Than \$150,000

\$150,000 - \$299,999

\$300,000 - \$499,999

\$500,000 - \$999,999

\$1,000,000 - \$4,999,999

\$5,000,000 or more

# Survey Instructions on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 2/28/2009

**Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.**

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

## **Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this

information collection is **1890-0014**. The time required

to complete this information collection is estimated to average five (5) minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

**If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** The Agency Contact listed in this grant application package.