

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

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

CFDA # 84.282B

PR/Award # U282B140036

Grants.gov Tracking#: GRANT11701210

OMB No. , Expiration Date:

Closing Date: Jul 11, 2014

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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"/>
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* 3. Date Received: <input type="text" value="07/11/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Kids Unlimited of Oregon"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="93-1329922"/>	* c. Organizational DUNS: <input type="text" value="1363551410000"/>

d. Address:

* Street1: <input type="text" value="821 North Riverside"/>
Street2: <input type="text"/>
* City: <input type="text" value="Medford"/>
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="97501-4610"/>

e. Organizational Unit:

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

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Jane"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="McAlvage"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Project Development"/>	

Organizational Affiliation: <input type="text" value="Kids Unlimited of Oregon"/>
--

* Telephone Number: <input type="text" value="541-941-9614"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="jmcAlvage@hotmail.com"/>

Application for Federal Assistance SF-424

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

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-052714-001

* Title:

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

13. Competition Identification Number:

84-282B2014-1

Title:

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

Add Attachment

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

VIBES Charter School Planning/Implementation Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

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17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="225,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="1,401,090.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,626,090.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Martha McAlvage</p>	<p>TITLE</p> <p>Executive Director/Chief Operating Executive</p>
<p>APPLICANT ORGANIZATION</p> <p>Kids Unlimited of Oregon</p>	<p>DATE SUBMITTED</p> <p>07/11/2014</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: NONE * Street 1: NONE Street 2: _____ * City: NONE State: _____ Zip: _____ Congressional District, if known: _____		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: NONE	7. * Federal Program Name/Description: Charter Schools CFDA Number, if applicable: 84.282	
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix _____ * First Name: NONE Middle Name: _____ * Last Name: NONE Suffix: _____ * Street 1: _____ Street 2: _____ * City: _____ State: _____ Zip: _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix _____ * First Name: NONE Middle Name: _____ * Last Name: NONE 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: Martha McAlvage * Name: Prefix _____ * First Name: Tom Middle Name: _____ * Last Name: Cole Suffix: _____ Title: Executive Director/Chief Operating Executive Telephone No.: 541-774-3900 Date: 07/11/2014		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # U282B140036

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

Add Attachment

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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.

* APPLICANT'S ORGANIZATION Kids Unlimited of Oregon	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Tom"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Cole"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Executive Director/Chief Operating Executive"/>	
* SIGNATURE: <input type="text" value="Martha McAlvage"/>	* DATE: <input type="text" value="07/11/2014"/>

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

VIBES Charter School
CDFA #84.282B
ABSTRACT

The VIBES Charter School: Academy of the Arts and Sciences will be a kindergarten through eighth grade program that fully implements the *Success For All* school reform model which has been designated by the U.S. Department of Education as a Best Practice. VIBES Charter School (VIBES) staff and leadership will remain relentless in ensuring that all students are reading at grade level and use research-based practices that integrate the applied arts, science and technology for a comprehensive learning experience. The mission of VIBES is to provide a high quality education in a positive learning environment that embraces diversity, builds on the strengths of its students and works to accelerate the learning of students who have traditionally come to school two to three years behind in vocabulary and literacy skills. The school will engage students in learning activities that are grounded in the Common Core Standards and aligned with research-supported best practices in teaching and learning. Through authentic community partnerships and individualized student “Personal Success Plans”, all students will become successful learners through mastering a rigorous, standards-based curriculum that will prepare them for success in high school. VIBES will seek out student enrollment from all ethnicities, income levels and areas of residence to create a “melting pot” of diversity within the classroom. VIBES seeks to create a global perspective on learning through the development of internet-based relationships with students attending international schools around the world. VIBES will have the technology for students to engage in comprehensive, collaborative, project-based learning activities that require the internet (cloud computing) for research, inquiry, simulations, project file maintenance and project reports that demonstrates the impact of mobile technology, including videography that documents all stages of a complex project.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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XII. ATTACHMENTS:

A) VIBES Charter School Bibliography

B) VIBES Charter School Logic Model

C) VIBES Project Leadership Resumes

D) Letters of Support and Endorsement

E) Additional Attachment Includes:

1. Boards of Directors for VIBES and Kids Unlimited,

2. Diagram of Kids Unlimited’s Evolution,

**3. VIBES 2014-2015 School Calendar, VIBES Report Card – Grade 3,
Media Coverage of VIBES, Job Description for VIBES Principal**

4. VIBES Contract Between Charter School and Medford School District

VIBES Charter School – CDEA #84.282B Narrative

Federal Absolute Priority: Improving achievement and high school graduation rate, accelerating learning and helping to improve high school graduation rates and college enrollment rates in high-poverty schools. The VIBES Charter School averaged over 77% student poverty level as measured by Free and Reduced Meal applications by families. Literacy assessments from the beginning of the year to the end of the year documented that although VIBES students made academic growth, 50% of the enrolled students were still in the lowest 1-19th percentile for Oral Reading Fluency in May 2014. Knowing that the profile of VIBES students qualifies for the most at-risk student population in Southern Oregon, these students' accomplishments far outweigh the academic data which will show dramatic growth during their second year at VIBES.

Competitive Priority: Improving achievement and high school graduation rates for Students with Disabilities and English Language Learners. During its first year of operation, VIBES Charter School's student population was 47% Hispanic/Latino with 30% of those students being English Language Learners. In addition the school averaged a 13% special education student enrollment. Those percentages are expected to increase during 2014-2015 with the addition of kindergarten and fourth grades. **Competitive Priority:** support for Military Families by targeting military-connected families who are current or prospective charter school students. The National Guard Armory, located in our community, has deployed service men and women on a regular basis to military campaigns in the Middle East. It is estimated that there are over 200 families involved in Active or Reserve duty in the Southern Oregon region. VIBES charter school outreach for prospective students will include presentations at the local National Guard Armory which represents all sectors of the military by providing family support groups and activities. The **Invitational Priority** is fully integrated within the VIBES Charter School model of working

with at-risk, underserved, Hispanic/Latino and educationally disadvantaged students as outlined in detail within this grant proposal. We believe that the VIBES Charter School model is dynamic, strategic and aggressive in changing the trajectory for the most vulnerable children and youth in our area. Because the creation of VIBES Charter School grew out of the youth development, education, social service and substance abuse/intervention sectors of our region, the charter school model for VIBES incorporates best practices that have proven to be effective by research in the respective fields of study. The school has been designed with the most powerful Reading and Mathematics curriculum in the nation and the world for Closing the Achievement Gap among children living in poverty and English Language Learners. The school utilizes a “Wrap Around” support system for all of the students that includes: each student having an individualized Success Plan with measurable benchmarks and goals; Case Management supports by trained social service staff; Mental Health counseling onsite provided by certified clinicians provided as “in-kind” by Jackson County Mental Health Department; linkages with the local substance abuse intervention/prevention providers in the area for family supports; Student Study Team meetings with school staff, case managers, mental health counselor(s) and family members to better understand the needs of the child and build a collaborative Response to Intervention support foundation that builds success academically and socially. **Project Description:** The city of Medford is the largest community in Jackson County with 70,000+ residents. The Medford School District is the area’s largest school district with fourteen elementary schools (seven are Title I schools), three charter schools, two middle schools and three high schools. Of the three Medford Charter Schools, VIBES Charter School: Academy of the Arts and Sciences (VIBES) is the newest charter school in the community (Logos Charter School is an online program; Madrone Trail Charter School is a Waldorf model program).

VIBES opened its doors to 150 students in August 2013 for its first group of students in 1st – 3rd grades with two classes per grade level (by charter agreement, the class-sizes are capped at 25 students). The VIBES Charter School (VIBES) is located within the Kids Unlimited of Oregon's Youth Center which is situated in one of the highest risk neighborhoods in Oregon. The West Medford area (zip code 97501) was identified in 1994, by Children First of Oregon, as one of the dozen most distressed areas of the state because of low income levels, elevated crime rates, poor school attendance, low academic achievement and nearly non-existent parent involvement among area families with children. In the 20 years since this designation, West Medford has seen an increased level of drug use, crime and an increase in the number of low-income families moving into the area. VIBES is the result of three years of hard work by a dedicated development team, which was supported by community members' voices demanding a better option for their high poverty, Latino children than the standardized, local public school systems could provide. Every child in America deserves an education that prepares each for success in college, careers and a rich, fulfilling life no matter what their income level, ethnicity or location of residence. VIBES structure provides for longer school days and year, which translates to more time for learning. The National Center on Time and Learning has documented the practices of high-performing, high-poverty schools that have expanded time in order to: **Raise achievement** by featuring longer classes that allow teachers to cover more material and examine topics in greater depth; build-in more project-based and hands-on learning; individualize and differentiate instruction; and answer students' questions; and by setting aside whole periods each day to focus on small-group instruction to address and overcome student learning deficits. In order to: **Enrich education**, schools must maintain and/or extend class time in science, social studies, music, art and physical education in order to give more time to the subjects that are tested (reading and

math); offer students a wide range of enrichment courses from robotics and astronomy to drama and creative writing. In order to **Empower teachers**, schools must schedule dedicated time for teachers to collaborate, the component most responsible for supporting Professional Learning Communities (PLC's) and incorporate individual staff coaching and group discussion, which allows teachers to hone their instructional practices under the guidance of experts and peers.

Description of the Educational Program to be implemented by VIBES Charter School:

vision of VIBES is to be “Beacon of Hope” that creates future leaders. The school will be known for academic excellence and ethical conduct; that it is a place where personal responsibility, accountability and good judgment (common sense) are taught, modeled and expected for all. The school will be known as a place where respect and safety are the norm. VIBES is accountable for improved student learning and will consistently work to provide solutions to current and future school challenges through practices that help: ease the shortage of school facilities and seat space; narrow the achievement gap among students of racial and ethnic backgrounds; increase responsible parent and student involvement in learning; improve teacher quality and performance evaluation systems; provide data to help identify and evaluate issues that affect quality educational programs, student learning and achievement; serve as laboratories to test, demonstrate and disseminate ideas that can promote better educational practices; and provide an additional educational option for parents. **VIBES core beliefs** are: 1) Diversity is an asset, not a barrier; 2) Meaningful student engagement is a precursor to student learning; 3) Every student, regardless of home environments, language barriers or economic status can succeed, provided the right opportunities and supports; 4) A student's greatest area of growth is in his/her areas of strengths-therefore it is important to also address strengths not just limitations; 5) Academics and social-emotional aspects of education are of equal importance in student

success; 6) Meaningful relationships create success, therefore all students need a trustworthy support system 24 hours a day/7 days a week; 7) Problem solving, team work and effective social skills are crucial in today's complex society; 8) Community involvement is a mutual venture, therefore, students should strive to improve their community through civic engagement and service learning activities; 9) Collaborative parent and family partnerships are important to student success. VIBES will sustain a culture that is inviting, flexible and resourceful in helping to strengthen and involve families. VIBES is unique in that it blends structure, discipline and order within an environment fostering and encouraging individual (and group achievement), creativity and compassion. The over-riding belief of the school is that every child is capable of achieving the high goals set forth in the curriculum. The school will accomplish its focused pursuit for excellence by: providing a firm foundation in reading, writing, mathematical and science skills; addressing student educational needs through the use of individual "Success Plan"; comprehensive teacher support and development; use of data and assessments to drive achievement and interventions; partnering with parents to encourage students to reach their maximum potential; providing mentoring and tutoring opportunities for students needing extra help; utilizing technology to maximize learning; including science, social studies, computers, art and physical education for all students; providing a wealth of extra-curricular activities designed to enrich students' academic experience creating an environment of mutual respect within the entire school community. To frame and support these goals, Kids Unlimited (umbrella/fiscal agent, non-profit agency for VIBES) has developed an extensive network of partnerships within the community, region, state and nation. These relationships will be used to draw upon expertise in best practices for working with youth at risk of dropping out of school.

Because VIBES is dedicated to working with students of greater need, who will likely come to the school performing well below grade level, increased instructional time will be crucial to closing the achievement gap that exists between them and their peers. The school will maximize student learning and outcomes by providing a minimum of 29% more instructional time, than Medford School District schools that serve students at the same grade level. “In an analysis of the Massachusetts Expanded Learning Time Initiative, participating schools who redesigned their school days to add 300 more hours per year for all students have demonstrated improvement trends in all tested subjects. In 2010, all participating schools gained proficiency at double the rate of the state in English/Language Arts and Math; and gained at nearly five times the rate of the state in Science across all grades.” (Massachusetts 2020, *More Time for Learning: Promising Practices and Lessons Learned* (Boston: Massachusetts 2020, 2010). The increased day will allow VIBES to provide ninety minutes of Reading and English Language Arts instruction each day as well as ninety minutes of math instruction. VIBES understands the importance of providing an extended block of math instruction on a daily basis. It is also important to note that the extended day and year will ensure that VIBES students continue to see instructional time comparable to the Medford School District in other subjects and will not sacrifice time in other subjects as a result of the increase in math instruction. VIBES provides 30 minutes of reading and math tutoring sessions, starting at 7:30 a.m. each morning, 45 minutes of developmental athletics programming every day, and breakfast, lunch, dinner program on-site to ensure students experience a well-rounded school day promoting physical activity and proper nutrition in addition to an excellent education. VIBES will open to students one week earlier than other Medford Schools, have a one week shorter Spring Break, and continue one week later into the summer. Changes made by VIBES from the Medford School District’s school calendar

will provide an additional 14 days of school each year. In addition, the Medford School District observes 35 early release days during the school year. VIBES intends to schedule only 8 early release school days per school year, for professional development or parent teacher conferences. **Combined with the increased amount of instructional time on a given VIBES school day, 35 additional minutes per day, the result will be that VIBES students will be in-school for an additional 260 hours each year, a 29% increase in instructional time when compared with the Medford School District's 5th grade students' schedule.** To ensure a "Standard School" by Oregon standards, VIBES will follow Oregon Administrative Rule 581.022.1620 which requires public schools to provide students, at a minimum, the following number of instructional hours: Kindergarten (based on half-day) 405 hours; Grades One through Three 810 hours; Grades Four through Eight 900 hours. By 2015, full day kindergarten is required by Oregon Law to be in place in all Oregon school districts.

Because the students at VIBES attend 10 hours a day and receive their daily nutrition from the school, Kids Unlimited is in the process of becoming a fully registered school meal site through the Oregon Department of Education's USDA Child Nutrition Program. Currently meals are provided by Sodexo, Inc. with the majority of meal components being processed foods. Due to the reality that $\frac{3}{4}$ of VIBES students live in poverty it is important to remember that "...children begin to experience the effects of food insecurity even at the most marginal level of household food deprivation. ...Children in households with any signs of food insecurity score lower and learn less during the school year" (Wionicki and Jemison, 2003). Within this 2003 study, academic progress was measured from the beginning of the school year to the end for a sample cohort of 21,260 children who attended kindergarten in the fall of 1998. The culminating results documented that "math scores declined with increasing levels of food insecurity." By

becoming the registered USDA sponsor for all school meals (breakfast, lunch, snack and dinner), the VIBES Child Nutrition program will be able to ensure meals are prepared using locally grown and produced ingredients with minimal (to zero) use of processed food items. In addition, students will participate in Culinary Arts classes that incorporate under-utilized meal ingredients (grains); will include a planned school garden and provide nutrition education classes through ACCESS, Inc. (Southern Oregon's Food Bank affiliate) and Oregon State University's Master Gardener and Master Food Preserver programs. The VIBES school meals program is modeled after Colorado Springs School District's innovative "Good Food Project" that has completely changed its food service program to be a child-friendly, farm-fresh, meal program that incorporates nutrition education.

Relationship Building: The longer youth are engaged in productive relationships with school staff, the greater the opportunity to keep those youths on course. Consistently focusing on helping students become successfully involved in school, is a core foundation for creating a Kindergarten thru Eighth Grade School. VIBES plans that enrolled students will remain through eighth grade and then successfully transition to high school. VIBES leadership has the organization, support and vision necessary to implement an innovative, successful, early childhood through middle school model that is based on strong theory and solid research for best practices. VIBES school will seek out student enrollment from all ethnicities, income levels and areas of residence to create a "melting pot" of diversity within the classroom. The **target** student population for VIBES includes the full definition of **high need** youth: children and students at risk of educational failure, due to living in poverty, English Language Learners, students who are far below grade level or students who are not on track to becoming college-or career ready by graduation, students who are at risk of not graduating with a diploma on time, students who are

homeless, in foster care, pregnant teenagers (middle school), those youth who have been incarcerated, are new immigrants, are migrants or those children with disabilities. Because the target population of VIBES is anticipated to present with more risk factors than traditional schools, school-wide procedures and practices will be in place to proactively teach positive behavior and appropriate social skills in all settings applicable to students attending the school. Differentiated teaching strategies will be a strength of the school, as well as rigorous data collection and analysis to determine academic progress using the core curriculum(s). Strategic interventions will be used when students are not progressing at a steady rate that is predictive of achieving at grade level (as determined by Oregon State Benchmarks and the Common Core Standards). In addition, a comprehensive Response to Intervention Manual for the school will be developed, using examples from across the nation as models. **Projected Enrollment:** VIBES will ultimately provide a comprehensive Kindergarten through Eighth Grade program. The school opened in 2013-2014 with 150 students in grades 1st – 3rd. For the 2014-2015 school year, the Medford School District (charter sponsor) has approved the adding of two sessions of full day kindergarten and two 4th grade classes, with a projected enrollment of 250 students. All too often high-poverty youth come to kindergarten two to three years behind in vocabulary and readiness skills for learning. With the 2014-2015 school year, a satellite of the regional therapeutic Relief Nursery will also be on site at the Kids Unlimited youth center, serving 16 two-four year old children who have been identified by numerous social service agencies as being high risk children. The students in the Relief Nursery program will age into the VIBES full day kindergarten by age 5 for continuity of social service supports and staff relationships. With each subsequent year, the school is scheduled to grow by another grade level up to and

including eighth grade (2018 – 2019 school year), with an ultimate capacity of 450 VIBES students and 16+ Relief Nursery youngsters.

VIBES is unique in structure and methodology within the Medford School District, due to its **relentless pursuit of student academic success**. The charter school is recognized as an **“Academy of the Arts and Sciences”** with a focus on STEAM: Science, Technology, Engineering, Art and Mathematics that is integrated across subjects. As our baseline data demonstrates, the majority of our first year charter school students are performing below standards in reading and math. VIBES students have “Personal Success Plans” that outline learning goals based on proficiency levels assessed throughout the school year. Structured Case Management services will be provided for youth at risk of dropping out of school supported by Kids Unlimited’s well-established Mentoring program.

Reading Curriculum: When looking for a school model that specifically accelerates and helps to improve the high school graduation rate for students who: have a high level of need, have disabilities and/or are English Language Learners, the VIBES charter school development team chose **Success For All** (www.successforall.org) because it is the most **heavily researched school reform model** which consistently demonstrates success when implemented with full fidelity to the model’s design. A meta-analysis of research of twenty-nine comprehensive reform models by Borman, Hewes, Overman & Brown (2003) categorized ***Success For All*** as one of only three programs with “Strongest Evidence of Effectiveness” based on research quality, quantity and impact. The others were Direct Instruction and the School Development Project. The American Institutes for Research (Herman 1999) carried out a review of research on twenty-four comprehensive school reform models. ***Success For All*** was one of only two elementary models (Direct Instruction was second) that received the maximum rating for “Evidence of

Positive Effects on Student Achievement.” The research has documented positive effects of *Success For All* on reducing retentions and special education placements (Borman & Hewes, 2003), improving reading outcomes for English Language Learners (Cheung & Slavin, 2005), and many other outcomes (Slavin & Madden, 2001). The definitive evaluation of the reading outcomes of *Success For All* was a United States Department of Education-funded evaluation involving forty-one Title I schools throughout the United States. Schools were randomly assigned to use *Success For All* or continue with existing programs in grades K-2. At the end of the three-year study, children in the *Success For All* schools were achieving at significantly higher levels on all three reading measures used (Borman, Slavin, Cheung, Chamberlain, Madden & Chambers, 2005; Slavin, Madden, Cheung, Borman, Chamberlain & Chambers, 2006). This study was described by Grover Whitehurst, director of the Institute of Education Services at the United States Department of Education, as “a sophisticated study that uses everything the evaluation field has come to recognize as high-quality” (Viadero, 2005). *Success For All* is a school-wide program for students in grades pre-K through eighth grade which organizes resources to attempt to ensure that virtually every student will acquire adequate basic skills and build on this basis throughout the elementary grades, that no student will be allowed to “fall between the cracks.” The *Success For All* kindergarten is a full-day program where children learn language and literacy, math, science and social studies concepts through 16 two-week thematic units. The reading component in grades K-1 contains a systematic phonemic awareness and phonics program that includes mnemonic picture cards and embedded video segments that support phonics and vocabulary development. It uses phonetically regular shared stories that students read to one another in pairs. In grades 2-8, students use novels or basals but not workbooks. This program emphasizes cooperative learning, partner reading activities and

comprehension strategies such as summarization and clarification. These strategies are built around narrative and expository texts, writing and direct instruction in reading comprehension skills. At all levels, students are required to read books of their own choice for twenty minutes at home each evening. Cooperative learning programs in writing/language arts are used in grade K-8. **Tutors**: In grades 1-3, specially trained certified teachers and paraprofessionals work one-to-one with any students who are failing to keep up with their classmates in reading. Tutorial instruction is closely coordinated with regular classroom instruction taking place 20 minutes daily during times other than reading periods. **Quarterly Assessments and Regrouping**: Students in grades 1-8 are assessed every quarter to determine whether they are making adequate progress in reading. This information is used to regroup students for instruction across grade lines, so that each reading class contains students of different ages who are all reading at the same level. Assessment information is also used to suggest alternative teaching strategies in the regular classroom, changes in reading group placement, provision of tutoring services, or other means of meeting students' needs. **Solutions Team**: A Solutions Team works in each school to help support families in ensuring the success of their children, focusing on parent education, parent involvement, attendance, and student behavior. This team is composed of existing or additional staff such as parent liaisons, social workers, counselors and school administrators. The **Student Study Team** meets to better understand the academic, social and psychiatric needs of the child and build a collaborative Response to Intervention support foundation that builds success academically and socially. The Student Study Team includes the school principal and/or vice principal, classroom teacher(s), school staff, case managers, mental health counselor(s), family members and any court-appointed advocates involved with the family. Recommendations from the Student Study Team may lead to the student being evaluated for Special Education

supports. The ***Success for All Facilitator*** for VIBES is the school's principal who has extensive experience as a national trainer. She works with teachers as an on-site coach to help them implement the reading program, assists in managing the quarterly assessments and data compilation/analysis, assists the Solutions and Student Study Teams, makes sure all staff are communicating with each other, and helps the staff as a whole make certain that every child is making adequate progress. ***Success For All*** provides ongoing support for implementation of the program, which includes 5 days of training during the summer prior to the initial implementation for the school's leadership team (ie. Director and Facilitator) and 3 days of intensive training at the beginning of the first year for teaching staff. Follow-up services over the first year of implementation consist of 16 days of on-site support provided by ***Success For All*** program staff as well as quarterly monitoring of student progress data. After the first year, approximately 15 days of additional training are provided each year by ***Success For All*** program staff. ***Success For All*** is designed to help all children, regardless of their ethnicity or socioeconomic status, achieve success in reading. The average demographic for ***Success For All*** schools, nationwide, is 80% free lunch participation rate, with ethnicity at 40% African American, 35% Hispanic and 25% white. Because the VIBES will eventually be a K-8 school, it will align with ***Success For All*** and its "The Reading Edge Middle School", a comprehensive literacy program for all middle school students. This program addresses students from struggling to advanced. The program's goal is to prepare students to be strategic, independent and motivated readers and learners. Reading Edge aligns with the Common Core State Standards and helps students build their fluency, increases comprehension and improves study skills. Built into Reading Edge are several key components designed to engage students in the learning process and motivate them to read and learn: goal setting, peer support and cooperative learning, use of meta-cognitive reading

strategies, frequent assessment and feedback. *Success for All Writing Curriculum* will be added for all grade levels in 2014-2015. The writing curriculum supports and expands upon the reading curriculum, but specifically teaches the four genres of writing.

Even the best curriculum cannot reach all of the learning standards required to be taught at each grade level and across grade levels. It will be critical that the school's curriculum team identifies the holes in the core curriculum and then identifies supplemental curricula to address Response to Intervention needs and differentiated instructional strategies. Each year, VIBES grade level teams will develop and refine their 38 week curriculum maps and instruction plans to show deep alignment with the Core Curriculum Standards and identify the Power Standards for each grade level. Power Standards are the over-arching/high-priority standards that can be used for organizing the learning standards. VIBES will continue to implement the Professional Learning Community model espoused by the DuFour's. The school's professional staff culture will be one that requires all staff to communicate and to collaborate around student learning, teaching practices, curriculum design, research on learning and related teaching strategies. "These conversations about teaching and learning will be frequent, continuous, concrete, and precise." (Barth 1990) "The mark of effective professional learning communities is for educators to collaboratively work to: Develop curricula and lessons; Identify and commit to common learning and performance proficiency standards for students; Create and give common formative assessments; Analyze student data for gaps between expectations and outcomes; Review and score student work together; Identify strengths and weaknesses in student learning based on the work; Determine next steps to build on student strengths; Work together to improve classroom practices (DuFour, Eakers & DuFour, 2005; McLaughlin & Talbert, 2006; Schmoker, 2006). Aligned curriculum across all school grades with assessments that test the skills taught

within the aligned curriculum has been cited as a key reason for improved student achievement, especially seen equalizing opportunities for students who enter school 2-3 years behind in skills. (Fenwick & Steffy, 2001). The VIBES leadership team will “unpack” the Common Core Curriculum Standards to ensure that the staff understands the knowledge and skills that the students are required to learn. By doing so, the staff will determine where the holes are within the school’s core curriculum strands. Curriculum mapping will ensure that during the planning and implementation stages, that all of the CCCS are addressed across all grade levels of VIBES. Teachers administer assessments as directed within the *Success for All* program every 8 weeks as well as other curriculum-based assessments as directed within the school’s academic structure.

Math Curriculum: VIBES will implement a school wide (K-8) *Singapore Math* curriculum which has been documented in the *Trends in International Mathematics and Science Study* (TIMMS) reports for being cutting edge at the “world class” level for producing higher math scores, with students testing one to two years ahead of their peers who are using a different mathematics curriculum – at grades 3 and 5. *Singapore Math* uses a “Lesson Study” format/requirement in which teachers work together to develop, implement, discuss results and modify lessons for maximum student engagement and acquisition of skills. **Information Regarding Singapore Math Curriculum:** Singapore’s students skyrocketed from 16th of 26th in the Second International Science Study (*SISS*) rankings in 1984 to 1st in 1995. On the Trends in International Mathematics and Science Study (*TIMMS*) undertaken in over 40 countries, Singapore has ranked 1st in three of the four administrations. The United States has ranked in the top 10 countries for math only once. Singapore Math, Inc. brought the curriculum to the United States in 1989. Singapore Math curriculum is concept-based, with a progression from visual to pictorial to abstract that ends with mastery. It is conceptual, not algorithmic; visual not rote.

Because it is logical and conceptual, *Singapore Math* works with remedial students as well as with gifted students and is well supported with auxiliary workbooks, review books, software, online tutorials for teachers and parents. *Singapore Math* covers 10-14 concepts a year, stays with each 2 to 3 weeks, and expects mastery before introducing a new lesson. In traditional United States mathematics textbooks, about 30 math concepts a year briefly and without expectation of mastery because of a spiraling effect of revisiting concepts throughout the year and years. With *Singapore Math*, all students are more interested in math learning, not just the few that “get it” with minimal instruction.” However, teachers must be equipped with a “strong math core” relevant to their instruction, “because they can’t teach on auto-pilot”. During 2013-2014, VIBES staff received 11 days of active professional development taught by Bill Davidson (The Davidson Group) in *Singapore Math* implementation. During 2014-2015, additional training days are being scheduled with Bill Davidson. In 1977, Australian educator Anne Newman discussed five steps that students need to work through in order to solve a word problem successfully: 1) Reading the problem; 2) Comprehending what was read; 3) Transforming the words into a mathematical strategy; 4) Applying a mathematical procedure; and 5) Writing the answer. Newman’s research showed that over 50% of errors that children make occur in the first three steps before they even begin the problem. Instead of relying on ambiguous key words, Singapore Math textbooks help students to visualize problem situations by turning abstract words into easy to understand pictorial models. By constructing a model students can understand the problem situation more clearly. It takes time to develop model drawing skills in students, but it is worth the effort. As children become increasingly proficient at constructing models, they gain confidence in their problem solving abilities. Proficiency in the use of model drawing helps students to solve increasingly complex problems as they progress

through the elementary and middle school mathematics and eventually make the transition from arithmetic to algebra with greater ease (Bill Jackson, Math Helping Teacher; Scarsdale Public Schools). *Singapore Math* textbooks present and develop a few consistently used models in a clear and systematic way. The result is that students become adept at converting abstract word problems into concrete pictures that are easily translated into mathematical procedures. Studies of students in Singapore have reported that Singaporean students are exposed to higher level, multi step word problems than are United States students and proficiency in solving these complex problems is a key factor in why they have fared so well on international mathematics assessments. Singapore's model drawing approach helps children get past the words by visualizing and illustrating word problems with simple diagrams.

Singapore Math utilizes a **Lesson Study** format for teachers to work together in grade level units to develop their mathematical content knowledge by solving problems together, craft good mathematical lessons, observe each other teaching and then engage in peer discussion around the lesson delivery and how it could be improved. Teachers work to continually improve their teaching throughout their classroom career through this Lesson Study format. The U.S. Department of Education (AIR, NMAP) have gone on record with stating that "...the Singapore Mathematics system...should be considered as a model for U.S. Reform – the delivery system in mathematics education (in the U.S.) is ... broken and must be fixed; ...the U.S. will have to consider making comprehensive reforms to its school mathematics system if we are to replicate the Singaporean successes." The U.S. Department of Education goes further in stating that "The United States produces students who have learned only to mechanically apply mathematical procedures to solve routine problems and who are, therefore, not mathematically competitive with students in Singapore." (U.S. Department of Education reports 2010, 2009, 2008, 2006,

2005, 2004) *Singapore Math* research and statistics show that students enrolled in the Singapore Math experienced a 32% increase in test scores. *Singapore Math* statistics show that the percentage of students scoring at the highest level increased by 20%. Students using *Singapore Math* showed 3 times the average improvement, compared to non-*Singapore Math* users. *Singapore Math* statistics show that students who utilized *Singapore Math* challenging problems increased their proportion at the 97% by 17%. **Additional Project-Based Learning Strands:** **Place-Based Learning** will be utilized for social studies units that incorporate the history, geography, geology and sociology of the local area, state and region, providing hands-on experiences for students to see, hear, smell and interact with all aspects of the area in which they live. **Project-Based Learning** will be utilized for all of the above listed study areas as well as for science investigations that will utilize cooperative learning strategies. **Technology Integration** will cross all curriculum areas to allow for interactive and inquiry learning experiences, internet investigations, electronic student work portfolios, development of student work samples that collectively demonstrate project and/or place-based learning projects. **Service Learning** will be integrated beginning in kindergarten and building in learning complexity through eighth grade. Students will develop a project action plan to give back to the community, implement the plan, evaluate their success and describe what they would change for the next Service Learning project plan. **School to Work Learning** also begins in kindergarten and scaffolds in complexity through each of the grade levels. The school staff will collaborate with community and business groups to effectively incorporate opportunities for students to learn about the skills needed to succeed in the work environment of today and will also learn what skills will be needed for the entry level employment opportunities available to students upon graduation from high school. **Science Program:** The VIBES School integrates Science,

Technology, Engineering, Art and Math (STEAM) into a project-based program that is aligned with the Oregon State and Common Core Standards, using Robotics, Environmental Education, Natural Resources (flora and fauna, trees, fish, birds, mammals, amphibians, reptiles, geology of Oregon) and Place-based Learning that utilizes that opportunities in Southern Oregon. **Social Studies Program:** The VIBES School will integrate local, regional, state and national history, social studies, economics and industry (past and present) such as mining, fishing, logging, and agriculture within the view of sustainable economies and our sustainable earth. **School-wide Teaching Strategies:** VIBES will be using research-based instructional strategies, practices and structures that can be applied across content areas and grade levels. Marzano, Pickering and Pollock (2001) identified the following strategies that have the potential to increase student learning based on their extensive research: Identifying similarities and differences; Summarizing and note-taking; Reinforcing effort and providing recognition; Homework and practice; Nonlinguistic representations; Cooperative learning; Setting objectives and providing feedback; Generating and testing hypotheses; Cues, questions and organizers. Darling-Hammond (2002) supports individualized instruction that provides for a greater range of opportunities for student success. His model is based on Robert Glasser’s work in “adaptive pedagogy which adjusts for the individual (their backgrounds, talents, interests, and the nature of past performance).” Examples of the “adaptive pedagogy” that will be implemented within the VIBES are: a) Multiple instructional strategies, ranging from traditional strategies to projects, experiments, internet research, construction of models and products, use of technology and arts, short-term and long-term projects; b) Group work with substantial scaffolding as needed with active teacher coaching and assistance (project-based learning, collaborative learning); c) Explicit teaching of academic skills (direct instruction); d) Scaffolding – such as teaching students explicitly how to

study; e) Culture of revision and redemption which encourages students to attempt challenging work and builds confidence in students to work to improve through their ‘successive efforts’; f) Extra support; g) Strong relationships that are enabled by smaller class sizes and fewer courses.

Positive Behavior Intervention Strategies (PBIS): VIBES will develop comprehensive School-wide Positive Behavioral Interventions and Supports that are evaluated every year using a PBIS specific assessment tool. PBIS is an evidence-based approach for establishing a positive whole-school social culture that involves systemic and individualized behavior support strategies for achieving social and learning outcomes while preventing problem behavior for all students (OSEP Center on Positive Behavioral Interventions and Supports, 2005). The program is not a specific model or curriculum, rather it is a process of combining research-validated behavior intervention procedures with systems change strategies designed to improve the abilities of school personnel to help all students succeed socially and academically (Horner, Sugai, Todd & Lewis-Palmer, 2005). The six important principles of PBIS are: Develop a continuum of scientifically-based behavior and academic interventions and supports; Use data to make decisions and solve problems; Arrange the environment to prevent the development and occurrence of problem behavior; Teach and encourage pro-social skills and behaviors; Implement evidence-based behavioral practices with fidelity and accountability; Screen universally and monitor student performance and progress continuously. It has been documented that schools who have established systems with the capacity to implement PBIS with integrity and durability have teaching and learning environments that are: less reactive, aversive, dangerous and exclusionary; more engaging, responsive, preventive and productive; address classroom management and disciplinary issues (ie. attendance, tardies, anti-social behavior); improve supports for students whose behaviors require more specialized assistance (ie.

Emotional and behavioral disorders, mental health) and maximize academic engagement and achievement for all students. The school wide Positive Behavior Intervention and Supports system has been extensively and rigorously evaluated for improved social and/or academic outcomes for students and has been documented as being an “evidence-based” practice/procedure (www.PBIS.org). During 2014-2015, VIBES will implement the *School-Wide Information System* (SWIS) which aligns with PBIS and allows school staff to enter discipline referrals online to analyze behavior patterns within the school, such as: how often do referrals occur; what problem behaviors occur most frequently in the school; where are problem behaviors most likely to occur; when are problem behaviors most likely to occur and which students are involved in referrals. The *Success for All* Solutions Team (previously discussed in this document) will use school data that is both aggregated and dis-aggregated by grade level, ethnicity, gender and individual students to evaluate on a monthly basis the school’s areas of success and areas of difficulties in regards to positive student behaviors in the classroom and throughout the school. Students are “red flagged” when data shows a pattern of school absences, behavior and/or academic trajectories that need additional support(s) to move the student back on track for success. The *Success for All* Solutions Team will work closely with the classroom teacher, the student and his/her parents to develop a Success Plan to intervene early with individualized goals and incremental benchmarks leading to success.

The VIBES Public Charter School will ensure that all students feel safe and are free from bullying through a comprehensive effort to teach positive responses to confrontational interactions with peers as well as preparing all staff for the potential of a school threat from an outside entity. **Safe Schools Procedures:** All staff will have ongoing training in Safe Schools Procedures and monthly drills will be held to practice and refine school wide procedures. Such

practices will ensure the VIBES staff and students are ready to act in a safe and orderly manner in the event of a threat to the school and/or student body. **School-wide Instructional Practices:** all teachers will fully embrace the Oregon State and Common Curriculum Standards which will be the foundation of all student learning goals. Grade level teams will participate in a 38 week curriculum planning by subject which fully aligned with the Standards. Teachers will be held to 100% fidelity of the VIBES adopted curriculum(s), including a 90 minute reading block that is cross-grouped to accommodate learning levels and a 90 minute mathematics block. Teachers will work together to create common lesson plans and assessments for science and social studies that is scaffolded to ensure depth and breadth of coverage from Kindergarten-Eighth grade. All teachers will be trained in Madeline Hunter's Instructional Theory into Practice (ITIP) which has the following required elements: a) learning objective, b) anticipatory set, c) state lesson objective, d) instructional input (by teacher), e) check for understanding, f) guided practice, g) independent practice. All teachers will be trained in Sheltered Instruction Observation Protocol (SIOP) to improve student learning through improved lesson development. SIOP was originally developed for English Language Learners, but children of poverty also benefit from this teaching method. SIOP includes the following elements: lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery, review and assessment. The school will fully integrate the arts into student learning because the arts activate a part of the brain that enriches the full learning experience. All teachers will also be trained in Howard Gardner's "Theory of Multiple Intelligences" which includes: linguistic, logical mathematical, spatial, musical, bodily/kinesthetic, inter-personal, intra-personal. In addition to these very specific teaching methodologies, VIBES teachers will integrate their unit studies so that they have hands-on, project-based and place-based applications for students to

create linkages to the real world about them. VIBES places a high level of importance on technology integration with Active Boards in every classroom, a dedicated computer lab for keyboarding and State Assessments. Within the proposal budget is included funds for mobile iPad labs to be accessible to all grade levels to maximize curriculum-based technology, cloud-based learning activities and online research for classroom projects. Teachers will be steadfast in teaching Academic Vocabulary which is a weak area for English Language Learners. Due to and in support of our anticipated high-risk student population, Cooperative Learning that includes Team Project Development and Demonstration will be emphasized to teach the importance of working together. We fully expect that that whole idea of working collaboratively will be a foreign concept to our students who are used to playing unsupervised in subsidized housing complexes and/or in violent neighborhoods where survival requires “street smarts”, which makes Cooperative Learning even more important to teach as it is a required work skill to be employable in the real world. VIBES will promote a college ready student body beginning in kindergarten. Instructional strategies espoused by David T. Conley (University of Oregon). These strategies include: Culturally responsive teaching that will bridge applications to the real world; Providing college role models; Career Day; Virtual and Actual Field Trips to area Colleges/Universities; Classroom discussions; student college projects which could include college pen pals and college reports; Parent meetings regarding family participation in college preparation. **The VIBES Public Charter School’s overall goal includes the expectation that all students will make Adequate Yearly Progress and in doing so, will:** a) Achieve at grade level in core academic subjects (reading and mathematics) as measured by curriculum-based and standardized assessments utilized throughout the school year; b) Apply appropriate social skills to advocate for their own learning needs as measured on a standardized behavior scale; c)

Demonstrate regular school attendance at a minimum of 95%; d) Practice refined scientific inquiry and problem solving skills, enabling them to be 21st Century Learners; e) Use refined skills in utilizing media-based, cloud-based and hand-held technology to further their abilities to demonstrate their advancing levels of learning; f) Develop an enriched appreciation for a range of arts experiences. To accomplish these objectives the VIBES public charter school protocol will be structured so that each student attending the school has a *Success Plan* that is uniquely tailored to include academic, social and school attendance goals to build success for the student. Each student will meet with their teacher, at a minimum, eight times a year to review their *Success Plan* goals and their progress towards reaching those goals. VIBES charter school staff will work collaboratively with the student's previous school to establish a starting point for the development of the student's *Success Plan*. This will help the teachers to individualize the learning goals for their students. Collaborative and project-based learning with peers as well as inquiry-based teaching strategies that utilize an on-site computer technology (desk top and mobile) and Inter-Active Board systems, and off-site community-based learning opportunities will provide forums for students to incorporate their learning into real-life projects. (Individual attention will be given to students, such as the opportunities for field experiences supporting the use of small learning environments supporting the use of different learning styles.) VIBES is solidly grounded in best practices and research-based leadership, teaching and curriculum to maximize the learning opportunities for all students. Utilizing information from *What We Know About Successful School Leadership* (2003, Administration of American Education Research) there are 9 core characteristics of successful schools: Clear and Shared Focus; High Standards and Expectations; Effective School Leadership; High Levels of Collaboration and Communication; Curriculum, Instruction and Assessment Aligned with Standards; Frequent

Monitoring of Teaching and Learning; Supportive Learning Environment; High Levels of Community and Parent Involvement. VIBES will incorporate all nine of these core characteristics through thoughtful and strategic planning, implementation and evaluation for student success. The school's instructional program will offer small learning environments for youth who have not previously experienced success in the traditional school setting by providing an innovative, technology-rich academic program supplemented with hands-on learning experiences that integrate with the core curriculum. In addition to using high quality instructional practices, as outlined within the Effective Schools literature, in Language Arts, Mathematics, Science and Social Studies, VIBES teachers and students will use Active Board technology and mobile technology. Such technology enhancements will extend student learning in all subjects. Students will also have the opportunity to participate in project-based learning activities that utilize hands-on learning strategies and community partnerships to bring learning alive. VIBES staff will work collaboratively in grade level teams to assess their Reading and Writing instruction using the *Common Core Instruction – Implementation Guide*, developed by the Literacy Leadership State Team (LLST) in partnership with the Oregon Department of Education. The comprehensive tool is segmented by the following categories: Goals, Assessment, Instruction, Leadership, Professional Development and Commitment.

The **Academic Target** for all VIBES students is for them to be at or above the benchmark in all core subjects as measured on the Oregon Assessment of Knowledge and Skills (OAKS) and transition successfully into the new Oregon *Smarter Balance Assessments* in 2014-2015. In Oregon students are assessed with state assessments beginning in third grade (reading and math), with the writing assessment added in fourth grade, science and social studies added in fifth grade and continuing on through middle school. To close the achievement gap of the identified high-

risk student population, it will take focused, strategic and intentional teaching practices that are assessed with progress monitoring every four - eight weeks. In this manner teaching can be adjusted to meet the learning needs of ALL students. Within the “key concepts from the new science of learning” (Bransford, Brown, & Cocking 2000) we know that the core principles that are likely to increase students’ learning are: Constructing knowledge - active participants in the learning process using their prior knowledge and experiences; Active Engagement – giving learners choices and time to reflect, express learning in different ways, doing something with what they have learned; Meaningful content – students make connections with the content because it is personally relevant; Collaboration and social interaction – students work together, teach one another, converse about their learning; Reflection/Self-Assessment and Meta-cognition – students are aware of their thinking processes and how to regulate those processes by monitoring and directing the process and making adjustments when something isn’t working; Inclusivity – students feel valued and welcomed in classrooms by teachers who believe in them and expect them to do well. (*NREL – School Improvement Programs*)

VIBES SCHOOL GOALS AND ACCOUNTABILITY

SCHOOL GOALS	EVALUATION	METRIC FOR ACCOUNTABILILTY
Open School		School opens its doors and begins serving students a high quality education in August 2013; adds kindergarten and fourth grade August 2014; adds fifth grade August 2015; adds sixth grade August 2016
Increase Parent	Quarterly	Attendance at parent committees;

Involvement		Communications between school and home quantified by teacher, grade, and school as a whole; Participation in parent-teacher student conferences; Sign in sheets at monthly parent education sessions; Number of shared family activities at school
School Assessment	Annually	Evaluation for school annual report; School strategic planning process
Parent Student Survey	Annually	90% satisfaction rating
Professional Development for All Staff (Certified and Support Staff)	Annually	100% participation in Professional Learning Community groups that include professional development and workshops; Documented dates of all professional development activities categorized by topic area (e.g. Math, Reading, PBS, RTI, ELL, Student Study Team procedures)
Ensure Fiscal Responsibility	Quarterly Annually	Accounting report monthly to school's Board of Directors Accounting report to District Annual Fiscal Audit

Academic Goals	Reporting Frequency	Accountability Metric
<p>Increase Student Reading Skill, with the target that all 4th and 8th grade VIBES students will meet and/or exceed Oregon State Reading Proficiency Levels. We recognize that our incoming Kindergarten students will be 2-3 years behind in readiness to learn which puts them at risk to ever achieve state proficiency levels. We embrace the challenge of turning around that reality.</p>	<p>6 week progress monitoring with: DIBELS <i>Success for All</i> and intervention assessments Annual Summative Report</p>	<p>5% increase in students reading at grade level (growth model); DIBELS progress monitoring data; <i>Success for All</i> 6 week data; Focused tutoring data by student; Response to Intervention (RTI) supplemental plans quantified by student, grade level, school wide; Behavior management plan success quantified by student, grade level, school wide SWIS data; SMARTER Balance statewide Assessment transition</p>
<p>Increase Student Math skills with the target that all 4th and 8th grade VIBES students will meet and/or exceed Oregon State Math Proficiency Levels. We recognize that our incoming Kindergarten students will be 2-3 years behind in readiness to</p>	<p>Monthly and Quarterly <i>Singapore Math</i> assessments Monthly and Quarterly Intervention</p>	<p>5% increase in students performing math at grade level (Growth Model); <i>Singapore Math</i> proficiency assessments (pre and post) data; Lesson Study sessions documented by grade levels and school wide; Focused tutoring in basic skills quantified by student, grade level and school wide; SMARTER Balance</p>

learn which puts them at risk to ever achieve state proficiency levels. Our baseline data from year 1 supports this reality.	Assessments Annual Summative Report	statewide Assessment transition
3. Increase Student Attendance	Quarterly	5% improvement in student attendance Supported by structured case management plans by student, grade level, school wide; Student Study Team notes; around supports documented by student; Modified curriculum, behavior support plans, incentives quantified by student, grade level, school wide; Mental Health Counseling provided by Jackson County Health Department (.5 FTE in-kind); School to Home outreach activities quantified by student and grade level

Non-Academic Goals	Reporting Frequency	Accountability Metric
Participation in Enrichment and Academic Extension Activities	Quarterly	Goal: 100% VIBES student participation in extended day academic and/or enrichment activities as documented by

		before, during and after School “club” participation records.
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Description of Baseline Data: During the 2013-14 school year, VIBES documented a 77% student poverty rate through Federal Free and Reduced Meal applications. The ethnicity of the school was 47% Hispanic/Latino with 30% of those students being English Language Learners. In addition the school averaged a 13% special education student enrollment. With all of these factors, it of particular note that 94.5% of the enrolled students attended 90% or more of their enrolled school days – which is 15% higher than the average attendance at the highest poverty elementary schools in the Medford School District. Family participation in VIBES Parent/Teacher Conferences held three times during the 2013-2014 school year was 96%. The charts below provide our academic baseline data that is used to measure academic growth with our students for the 2014-2015 school year:

DIBELS: Students in lowest 1st – 19th Percentile for Oral Reading Fluency

1 st grade (48 students assessed)	52% (25 students)
2 nd grade (51 students assessed)	51% (26 students)
3 rd grade (50 students assessed)	45% (23 students)

Scholastic Reading Inventory: End of Year Reading Report

LEXILE Performance Levels	Below Basic	Basic	Proficient	Advanced
1 st grade (41 students assessed)	0	32	6	3
2 nd grade (51 students assessed)	13	10	23	5
3 rd grade (49 students assessed)	10	14	20	5

Success for All: End of Year Report on Students Reading at Grade Level

	Beginning of the Year Baseline		End of Year	
	Below Grade Level	At Grade Level	Below Grade Level	At Grade Level
1 st Grade	18	14 (35%)	19	31 (62%)
2 nd Grade	11	20 (61%)	25	24 (49%)
3 rd Grade	21	18 (46%)	17	30 (64%)

Targeted Title IA Reading Support for Students Achieving at Lowest 10% of Assessments.

DIBELS Growth for Words Per Minute Read (WPM)-Fluency	Average WPM March 2014 Assessment	Average WPM April 2014 Assessment	Average WPM May 2014 Assessment	DIBELS WPM Goals by Grade Level
1 st Grade (8 Students)	5.8 WPM	10.9 WPM	11.4 WPM	69 WPM
2 nd Grade (5 Students)	14.8 WPM	14.4 WPM	20 WPM	111 WPM
3 rd Grade (1 Student)	28 WPM	21 WPM	38 WPM	123 WPM

ELPA: English Language Proficiency Assessment (71 ELL students)

% Proficient	1 st Grade: 6%	2 nd Grade: 21%	3 rd Grade: 11%
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Reliability of Data Collection Methods to Provide Meaningful Performance Data: To reach the goal of Adequate Yearly Progress for all students, it is important to have multiple sources of student learning so that data can be triangulated for a more holistic view of each student's learning profile. Required documentation of performance shall be based on multiple assessments of student learning and shall include a variety of work samples taken from the following: Class Assignments, Anecdotal Records, Performance Assessments and Projects, Journals and Logs, Discussion, Problem Solving, Student Participation in Teamwork, Homework, Writing Folders, Student Self-Assessments, Group Work, Lab Work, Curriculum-based Quizzes and Tests, Independent Projects. When one of the above examples is used as a formative assessment, the student's work is reviewed to determine the next step in an instructional process. In addition to the above documentations of student performance, research-based assessments are used to determine student learning growth, including *Scholastic Reading Inventory (SRI)* and *Dynamic Indicators Basic Early Literacy (DIBELS)* which was developed at the University of Oregon, to measure learning progress in: phonological awareness, alphabetic principle, fluency with connected text, vocabulary and comprehension. Curriculum-based pre- and post-assessments will be used to measure growth in student learning to make adjustments in teaching and student support within the *Singapore Math* curriculum as well as the supplemental curriculums used for Response to Intervention (RTI) purposes in Reading/Math. Science, Social Studies, Health, Physical Education and the Arts will incorporate project-based learning strategies and will be assessed using a pre-determined Rubric system.

School staff receive ongoing training on the Oregon Work Samples for all core subject areas using the Rubrics posted on the Oregon Department of Education's webpage and incorporate team-level discussions regarding effective teaching strategies to prepare students for

the required Work Samples. OAR 581-022-0615 also requires school districts and public charter schools to provide students in Grades 3 through 8 and once in high school with annual opportunities to demonstrate their progress in the skills areas of Writing, Speaking, Mathematical Problem-Solving, and Scientific Inquiry. These opportunities must consist of annual local performance assessments. School districts and public charter schools are free to develop their own local performance assessments, however, they may choose to meet this requirement by administering work samples scored using the official state scoring guide.

Knowing that the State of Oregon is moving to a new standardized assessment tool for students, Smarter Balanced Assessments, the VIBES leadership and staff will stay current with updates and trainings provided by the Oregon Department of Education to best be prepared to implement the Smarter Balanced assessment tools for standardized measurement of student knowledge for 2014-2015. Documents such as, *Coming Together to Raise Achievement: New Assessments for the Common Core State Standards* (December 2010) prepared by The Center for K-12 Assessment and Performance Management at ETS, will be studied by the school's leadership to share applicable knowledge and tools with staff. **VIBES School's Capacity to Collect and Report Reliable, Valid and Meaningful Performance Data:** To manage the comprehensive data collection required within the school reform model, *Success For All* has developed **data-management tools** that link day-to-day classroom performance in reports that are easy to use for real discussion and decision-making throughout the year. The reports address phonics skills, vocabulary use and are available to all staff members in the classroom and at the school level. In addition, VIBES utilizes the Medford School District's student information system to track attendance, DIBELS data, scores on statewide assessments (including work samples in reading, writing, speaking, mathematics problem solving and scientific inquiry), data

on all sub-group (Special Education, English Language Learners, Poverty, Race/Ethnicity) populations, graduation rates (if it were to become applicable) and any other information that will be necessary in determining AYP status or meeting other current or future district, state or federal regulations and requirements related to Charter School student data reporting. **VIBES Grading Practices:** Local schools historically rarely have agreements on grading practices. In a 2008 article, Reeves supports Marzano's and O'Connor's contentions that the most effective grading practices provide accurate, specific, timely feedback designed to improve student performance (2007). He also asserts that in the best classrooms, grades are only one of many types of feedback provided to students and that in some courses, portfolios are used to showcase students' work and provide opportunities for lessons learned to lead to success. VIBES staff are uniquely positioned to develop and implement Proficiency Based Assessments through the development of grade level common assessments, using detailed Rubrics that differentiate learning performance levels. Rubrics benefit students because when students know the criteria in advance of their performance, they have clear goals for their work. Because well-defined criteria provide a clear description of quality performance, students don't need to guess what is most important or how teachers will judge their work. VIBES staff will use the Oregon State Content Rubric Scoring structure for assessing student work samples. Proficiency-based practice is *real* standards-based practice. It is the intent and goal that VIBES staff will all be actively engaged in proficiency-based instruction use the Common Core Standards, in both skills and subject matter content, to 1) set performance objectives that students see, understand, and strive to achieve, 2) gauge student progress through formative assessment, 3) individualize the learning experience (in particular through projects and collections of evidence) for each student based on those objectives and ongoing assessments, and 4) determine that students are proficient in the

standards through summative assessment. VIBES Teachers will be required to maintain student learning documentation sufficient to justify student grades, which is at a minimum three assessment scores per week. Walker (2006) suggests in his research that school faculties discuss and agree on the following when establishing a grading policy: Learning goals of the school, Purposes of grades, Factors that should be included when grading, Role of zero and how lack of achievement will be assessed and recorded, Weighting of grades, Ways in which to document student progress, How feedback will inform the instructional program, Programs that will assist students and help them become responsible for their own learning, Communication with students and parents about the school's grading policy and expectations, Definition and development of meaningful assessments along with Periodic re-examination, assessment, and modification of the grading system. VIBES staff work collaboratively within the Professional Learning Community structure to develop a consistent and well documented process for assigning grades to student work that is aligned by grade and scaffolded from Kindergarten through Eighth grade.

Involvement of Parent and Members of the Community in the Planning, Program Design and Implementation of VIBES: The charter school's planning team engaged a group of highly respected community leaders with extensive experience in education, leadership and community involvement to read the final proposal to the Medford School District for completeness and again provide input regarding the school design and program delivery to increase student achievement. Over 50 one to one and small group meetings were held over the past two years with social service leadership, Latino Advisory Committee leadership, local and regional funders as well as significant community leadership to gather advice and input for the school's framework and proposal development. Throughout this process, the input has been highly positive and progressive with the recognition that a change is necessary to close the achievement

gaps between high income students and low income students as well as between Anglo and Hispanic students here in the Rogue Valley. Both VIBES planning and leadership team, as well as community leaders in the Rogue Valley, believe that closing these achievement gaps directly translates into economic improvement for our community. Closing such gaps will increase graduation rates, send more students on to post-secondary education, and give more young people entering the work force the skills to compete and excel in the current global marketplace. Community involvement, especially Parent Involvement, is core to the success of VIBES. The school staff and leadership team will seek to establish and maintain close relationships with the parents of all of our students, making home visits and advocating for community resources to provide wrap around services when needed. Teachers will work collaboratively in planning instruction so that curriculum content is aligned by grade levels and the Common Core Curriculum standards. The school will function within a Professional Learning Community format that brings together teachers and support staff in cross-grade groupings as well as in subject-specific focus groups. Teachers will work cooperatively with parents, encouraging them to become active participants in the classroom and within the larger school environment. Parent and/or guardian communication will be actively developed and supported regarding their student's classroom performance and by developing collaborative strategies for improving and maximizing each student's performance. Because the host agency for VIBES is Kids Unlimited, one of the strengths that the host agency brings is 14 years of developing extensive community involvement and support for youth programs that serve under-resourced children. The school will continue to build on that involvement through community forums and speaking opportunities to share the mission and success of VIBES. The charter school will develop and implement a comprehensive Parent Involvement Program. **Recruitment and Admission**

Policies/Procedures: VIBES Charter School is a public, tuition-free, Oregon public school of choice where enrollment is completely voluntary. Like all Oregon schools, VIBES is non-sectarian and is prohibited from discriminating on the basis of gender, ethnicity, religion, national origin, ability or disability. VIBES has been established to serve students from kindergarten through eighth grade, who specifically are at risk of not being successful academically and/or socially. To be eligible for enrollment in Kindergarten, students must turn five years old on or before the 1st of September in the year that they are to enroll in the charter school. To be eligible for enrollment in first grade, students must turn six years old on or before the 1st of September in the year that they are to enroll in the charter school. Prior to the opening for its first year of operation, leadership teams from Kids Unlimited visited key locations in the community frequented by parents of children receiving county and/or state assistance (substance abuse treatment facilities, Jackson County Health Department, La Clinica de Valle Health Center, OnTrack, Inc substance abuse treatment and intervention agency, migrant housing complexes, etc). The school had a waiting list in each grade by September 2013. VIBES continues to advertise the Open Enrollment period via newspaper, radio, television, community banners and Kids Unlimited's electronic reader board which is centrally located on Riverside Avenue, the major north-south artery going through the community of Medford. **Weighted Lottery:** In accordance with Oregon laws governing charter schools, if the number of applications from students who reside in the school district exceeds the capacity of a class or grade level, VIBES shall select students through an equitable lottery selection system. Students will be given priority in the following sequence: a) First Priority for enrollment is given to students who were enrolled the previous year; b) Second Priority for enrollment is given to students who have siblings in the school who were enrolled in the school the prior year, prior to

the commencement of the lottery; c) Third Priority for enrollment is given to students who live within the Medford School District's boundaries; d) Fourth Priority for enrollment is given to students who live outside the Medford School District' boundaries and do not fit into the categories listed above. If the number of applications from students who reside in the Medford School District exceeds the capacity of a class or grade level, VIBES shall at the time of its lottery also determine the order of a wait list, using the same procedures listed above. Once the lottery is completed, if there are further applications for enrollment, those students will be placed on a Wait List in the order received. Once a parent is notified that there is a spot available for their student, parents will have ten calendar days to accept or decline the opening before it is offered to the next student on the waiting list. If a parent declines to take an opening, his or her child will be removed from the Wait List and if they re-apply at a later date, the child will be placed on the Wait List in the order received. **Quality of Project Personnel:** VIBES will ensure that all teachers of core classes meet the requirements for "highly qualified" status as defined in No Child Left Behind and outlined on the Oregon Department of Education's webpage for licensure, content endorsements and competencies. The federal law defines a *Highly Qualified* teacher who: is fully licensed by the State of Oregon; has at least a bachelor's degree; has *demonstrated competence* in basic elementary curriculum (K-6) or demonstrated competence in each subject taught (7-12) once the school serves 7th and 8th grade. Under Oregon Administrative Rule 584-100-0101, the following licenses are considered "*full state*" licenses: Standard, Basic, Initial (Initial, Initial I, Initial II), Five Year (Elementary and Secondary), Continuing, NCLB Alternative Route Teaching License. Section 9101(23)(A)(ii) of the ESEA does not permit teachers who are hired through a provisional or temporary waiver of State licensure requirements to be considered "*Highly Qualified*" teachers. The definition of a highly qualified teacher in

section 9101(23) of the ESEA is very specific about the ways in which a teacher may demonstrate subject knowledge competence and teaching skills. VIBES will comply fully with all requirements for highly qualified which is clearly in the best interests of the school's students. A "*Highly Qualified*" Para-Professionals providing instructional support with Title I, Part A funds also must meet federal highly qualified standards. ESEA also states that a district receiving Title I A funds must ensure and document that all para-professionals providing instructional support meet highly qualified standards. All Title I para-professionals must have a high school diploma or its recognized equivalent. Additionally, para-professionals have the following three options to meet the designation of highly qualified: Complete two years of study at an institution of higher education; or Obtain an associate's (or higher) degree; or Meet a rigorous standard of quality and be able to demonstrate, through a formal state or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness and mathematics readiness). VIBES will use the Medford School District's "Rigorous Local Assessment" for para-professionals to ensure the highest quality of instructional support for the school's students.

All staff will be trained using the Oregon Administrative Rules, Chapter 584, Division 020 ("The Ethical Educator and Professional Practices") which is applicable to school staff in the performance of their duties. Any violations will be promptly reported as required to Oregon's Teacher Standards and Practices (Oregon Administrative Rules). Teachers will be responsible for maintaining current licensure which requires documented professional development units and/or college course credits within a Continuing Professional Development (CPD) plan. VIBES is committed to adhering to the highest standards of academic and financial accountability. Ongoing evaluation systems will take place to drive quality program development, instructional

practices and school management. To become an employee of VIBES, staff must share a personal, professional and dedicated passion for educating children and youth who present with the full range of abilities and cultural background experiences that are representative of Medford and the greater area of Jackson County. Although the predominant culture in Medford is middle-class Anglo-American, the community's diversity incorporates a growing population of Hispanic/Latino families that within ten years will comprise 40% of the students eligible for school in the Medford School District. It is a core requirement that all VIBES staff share a well-developed understanding of and commitment to the school's academic philosophy and approach to education. **Project Leadership Qualifications:** The Kids Unlimited **Executive Director** (Tom Cole) has sixteen years of experience building the premier Youth Development Agency in the Rogue Valley that resulted from a "grassroots effort" that challenged the norm for serving disadvantaged youth. Kids Unlimited has as its core mission to level the playing field for disenfranchised children and youth in Medford that now serves 1,500 children yearly. Cole managed and led a \$5.2 million capital campaign to successfully renovate a defunct building into a state-of-the-art youth center that is strategically located in one of the worst neighborhoods in Medford for crime and poverty. The federal grant **Project Director** (Jane McAlvage) has fifteen years of experience as an elementary school principal, fourteen years of experience as an elementary school teacher and twelve years of experience as a Grant Manager for local, regional, state and federal grants. Kids Unlimited's financials are maintained in proper order by a full-time **Business Manager** (Jared Ware) who comes with an extensive background in charter school work in New York City and Philadelphia where he served as the Finance Director for the Young Scholars Academy which evolved into *Scholar Academies*, a burgeoning Charter Management Organization, which took the model from Philadelphia's highest performing charter

middle school and created a replicable model for charter school start-up and failing (charter and district) school turnaround efforts. VIBES' full time **Principal** (Lynn Eccleston) has ten years of school principal-ship experience; fourteen years of experience as National-level Trainer, Coach and Area Manager for the *Success for All* Foundation, based in Baltimore, Maryland; sixteen years of experience as a Coach for the Center for Data Driven Reform in Education based at John Hopkins University; and nine years of experience as a classroom teacher working with high-poverty students in Jackson County, Oregon. In addition to the correct Oregon Administrative Licensure, the VIBES' full time **Vice-Principal** (Angela Crum) holds a Master's Degree in Special Education with six years of best-practice classroom teaching methodologies for Special Education and has first-hand experience working with English Language Learner students. She has established solid credibility as a "Teacher of Teachers" while on staff at Southern Oregon University as a Teacher Educator and Field Supervisor within the College of Education, for the past six years. The roles for the Principal and Vice-Principal will be to provide instructional and management leadership, striving for academic excellence in teaching practices while championing ambitious expectations for excellent student achievement results. The school's Principal and Vice-Principal, as *Effective School Leaders (AERA 2003)*, will share the following responsibilities: 1) Facilitate the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the VIBES charter school community; 2) Advocate, nurture and sustain a school culture and instructional program conducive to student learning and staff professional growth; 3) Ensure management of the school's organization, operations and resources for a safe, efficient and effective learning environment; 4) Collaborate with families and community members, responding to diverse community interests and needs and mobilizing community resources; 5) Facilitate development

and implementation of the school improvement plan with aligned professional development that supports vision and operational philosophy. The Principal and Vice-Principal oversee staff, the operations for the full academic program structure, including curriculum, teaching practices, student disciplinary systems, school safety and community relations (outreach and marketing). The VIBES public charter school Principal and Vice-Principal must present with the unique qualities that research demonstrates that are critical for improved student learning. Marzano, Waters and McNulty (2005) “identified 21 leadership attributes that have positive effects on student learning, seven of which were specifically linked to promoting ‘second-order change’. Second-Order change requires changes in attitudes, beliefs and values that are more likely to affect student learning, in contrast to ‘first-order change’ that is related to structural or organizational changes that may not affect student learning. These seven leadership attributes are: Knowledge of curriculum, instruction and assessment; Intellectual stimulation by ensuring that school faculty are aware of most current theories and practices and make discussion of these a regular aspect of the school’s culture; Monitoring and evaluating the effectiveness of the school practices and their impact on student learning; Communicates from strong ideals and beliefs about schooling; Willing to challenge the status-quo (change agent); Flexible through the ability to adapt his/her leadership behavior to the needs of the current situation and is comfortable with dissent; Inspires and leads new and challenging innovations (optimizer)”. The VIBES Principal will consistently exemplify these leadership attributes. **Staff Evaluation for Improvement of Instruction.** The Oregon Department of Education and the Educator Effectiveness Workgroup, established through the Elementary and Secondary Education Act (ESEA) Flexibility Waiver process, was charged with developing state guidelines for local evaluation and support systems in Oregon School Districts. The Oregon Framework for Teacher and Administrator Evaluation

and Support Systems requires that performance rubrics be aligned to the state adopted Model Core Teaching Standards (InTASC) and the Oregon Educational Leadership/Administrator Standards (based on ISLLC and ELCA Standards) and designed with four performance levels as described in the Oregon Framework. The Oregon Department of Education and stakeholder workgroup conducted a review and crosswalk of rubrics aligned to the standards. The 2011 Charlotte Danielson's *Framework for Teaching Evaluation Instrument* was the first teacher evaluation rubric tool listed in the Oregon Department of Education document dated November 14, 2012 with an aligned crosswalk to the InTASC Standards. Student learning reflects the strength and skills of the teacher providing the instruction. Following the Oregon Department of Education's lead, the VIBES development team intentionally selected as its framework of effective teacher performance and evaluation tool that the 2011 Charlotte Danielson's *Framework for Teaching Evaluation Instrument* (www.danielsongroup.org) which was first published by ASCD in 1996. The Framework built on the research compiled by ETS in its development of *Praxis III: Classroom Performance Assessments*, an observation-based evaluation of first-year teachers that is used for the purpose of licensing. The *Framework* divides the elements of effective teaching into 22 components clustered within 4 domains: Planning and Preparation; the Classroom Environment; Instruction; Professional Responsibilities. The *Framework* uses detailed rubric structures to delineate the different levels of teaching proficiencies: Unsatisfactory, Basic, Proficient, And Exemplary. The *Framework* extended the work from 1996-2006 (examining current research) to capture the skills of teaching required not only by novice teachers but by experienced practitioners as well. The 2007 edition of the Framework, also published by ASCD as *Enhancing Professional Practice: A Framework for Teaching* incorporated this research. In 2009, the Bill and Melinda Gates Foundation embarked

on a large research project “Measures of Effective Teaching” (MET) which entailed the video capture of over 23,000 lessons, analyzed according to five observation protocols with the results of those analyses (together with other measures) correlated to value-added measures of student learning. The aim of the study was to determine which aspects of a teacher’s practice were most highly correlated with high levels of student progress. Charlotte Danielson’s *Framework of Teaching* was one of the models selected for this study. This 2011 edition of this Framework requires the *Framework* to be updated with tighter Rubric language, the inclusion of “Critical Attributes” for each level of performance for each component and possible examples for each level of performance for each component. It is particular importance to highlight that the **VIBES principal**, has previously worked closely with C. Danielson’s *Framework* to merge it with Eagle Point School District’s existing teacher evaluation system while she was involved in district-level work which also included the development of Professional Learning Communities district-wide and the analysis of school and state data, school goals and quarterly targets. Additional skill sets of the VIBES project leadership team are included in their resumes which are included with this proposal. **VIBES Management Plan:** Kids Unlimited of Oregon, the “host agency,” is an incorporated Oregon non-profit corporation that has an established tax exempt status as a 501c(3) organization, which will be maintained throughout the term of the charter agreement (including renewals). Community support for excellence in education, a strong leadership team and a highly qualified staff has enabled the host agency to establish an excellent reputation in the Southern Oregon Community, the state and nationally. **Strong Board Governance** is demonstrated by the established 9-member Board of Directors for Kids Unlimited of Oregon, consisting of distinguished civic leaders, business executives, philanthropists and educational professionals, who are responsible for setting policy, governing the non-profit corporation’s

activities, and holding its leadership accountable for all aspects of fiscal health, organizational operation and program performance. The VIBES School has its own Board of Directors which consists of the: School Principal, Civic Leaders, Retired Educators, Founding Members and Community Members at Large. The VIBES Board of Directors also includes members of the Kids Unlimited Board of Directors, but at no point will more than 25% of the VIBES Board of Directors also be members of the Kids Unlimited Board of Directors. The eight-member VIBES Board of Directors became well established during the first year of the school's operation with the Board playing an instrumental role in: supporting teachers and the school's leadership, ensuring that the school has adequate resources, ensuring the financial and operational stability of the school, providing a fully furnished and equipped facility with adequate space for all school activities, and ensuring that all students, no matter what their income level, have access to high-quality technology and a full spectrum of extracurricular activities. Kids Unlimited Board of Directors and VIBES leadership are working to establish a separate 501(c)(3) nonprofit corporation for VIBES. Kids Unlimited of Oregon shall be the sole member of this 501(c)3 corporation and will look to provide services for VIBES to increase the organizational efficiency of the charter school. These services may include, but will not be limited to, fundraising and development, business management and operational support, human resources management, facilities and facility management, leadership support and development, instructional support from registered tutors and aides, and board development. Board members shall be subject to government ethics requirements. **Board Committees:** The VIBES Board of Directors shall have a Finance, Audit, & Budget Committee to oversee the development of the annual budget, as well as overseeing the organization's annual audit. This committee will receive financial reports monthly, and shall meet not less than quarterly for an in-depth review of the organization's

financial position. At the discretion of the VIBES Board of Directors, separate committees may be created including, but not limited to: Development/Fundraising Committee, Curriculum Committee, and Parent Support Committee. Establishment of these committees shall depend on membership capacity, organizational priorities, and the final decision of the Board of Directors. A Parent Involvement Group has been established to support the mission-critical role in the well-being of the school by: ensuring that all parents meet the expectations defined in their covenant with the school, reinforcing school culture and character values among students at all times, maintaining a healthy, safe and well-equipped facility. VIBES and its governing Board of Directors are subject to the provisions of the Oregon Public Meeting Law, ORS 192.710 - 192.790. Until such a time as the VIBES School has established its own articles of incorporation and bylaws, the VIBES School shall be governed pursuant to its host's, (Kids Unlimited of Oregon) articles of incorporation and bylaws. Separate articles of incorporation and bylaws for VIBES School are being developed within the requirements of becoming its own 501(c)(3). The **School Site Leadership Team (SSLT)** is responsible for crafting the means to achieve outcomes delineated and/or approved by the Board. This leadership team comprised of faculty, parents, the School Principal and Vice-Principal who, jointly, are responsible for representing the views and priorities of the faculty, families, students, Board of Directors and the Parent Advisory Board. The SSLT roles and responsibilities include: Developing and presenting strategic plan priorities to the Board; Assisting the Board in maintaining focus and momentum for the charter school; Identifying and authoring new policy proposals; Designing and participating in the personnel interviewing and selection process. Both faculty and parent representatives will be elected. The parent representatives will be responsible for organizing family forums, attending SSLT meetings as representatives of parental interests and viewpoints. Overall governance in the

oversight of finance, student performance, personnel and facilities will be provided by the VIBES School Board of Directors. **Administrative Relationship between VIBES and Medford School District (Authorizing Agent):** The administrative relationship between the sponsor (Medford School District) and VIBES are detailed in the chartering document negotiated and agreed upon by the charter school and the sponsoring agency (Medford School District) with terms for renewal of the charter set in terms of 2 to 3 years past the signing of the original chartering document (which is attached to this proposal). Funding to support the operation of the charter school (ie. wages, curriculum, supplies) will be a pass-through from Medford School District. ORS 338.135 Employees; licensure and registration requirements; collective bargaining; prohibition on waiver of right to sponsor charter school: (1) Employee assignment to a public charter school shall be voluntary; (2)(a) A public charter school or the sponsor of the public charter school is considered the employer of any employees of the public charter school. ***VIBES charter school governing body shall control the selection of employees for its school.*** Because Oregon's Charter School law is very detailed related to the administrative relationship between the charter school and the authorizing public chartering agency, the development team uses the actual language of the Oregon Revised Statutes in regards to charter schools, the administrative relationship between the charter school and the authorized public chartering agency and the flexibility afforded charter schools: ORS 338.015 Legislative intent; goals: It is the intent of this chapter that new types of schools, called public charter schools, be created as a legitimate avenue for parents, educators and community members to take responsible risks to create new, innovative and more flexible ways of educating children within the public school system. The Legislative Assembly seeks to create an atmosphere in Oregon's public school system where research and development of new learning opportunities are actively pursued. The provisions of

this chapter should be interpreted liberally to support the goals of this section and to advance a renewed commitment by this state to the mission, goals and diversity of public education. It is the intent that public charter schools may serve as models and catalysts for the improvement of other public schools and the public school system. The goals of public charter shall be to: increase student learning and achievement; increase choices of learning opportunities for students; better meet individual student academic needs and interests; build stronger working relationships among educators, parents and other community members; encourage the use of different and innovative learning methods; provide opportunities in small learning environments for flexibility and innovation, which may be applied, if proven effective, to other public schools; create new professional opportunities for teachers; establish additional forms of accountability for schools; and create innovative measurement tools (1999 c.200. 1). ORS 338.025 (2) Rules applicable to the VIBES Charter School: The State Board of Education may not waive any provision under ORS 338.115 (1)(a) to (u), 338.120, 338.125 (4), 338.135 (2)(b) or 339.122 (1999 c.200.13; 2001.c.810.3; 2005.c.367.5; 2007.c.575.4; 2007.c.660.4; 2008.50.13; 2010.c.53.4; 2010.c.72.3; 2011.c.94.4; 2011.c.649.3; 2011.c.718.26). **Degree of autonomy the charter school will have over such matters as the charter school's budget, expenditures, daily operation, and personnel in accordance with Oregon's charter school law:** ORS 338.115 Applicability of laws; restrictions; powers; student diplomas and alternative certificates. (1) statutes and rules that apply to school district boards, school district or other public schools do not apply to public charter schools. *However the following laws do apply to public charter schools:* federal law, tort claims, public records law, public meetings law, Municipal Audit Law, student records, criminal records checks, academic content standards and instruction, high school diploma, modified diploma, extended diploma and alternative certificate, the statewide

assessment system developed by the Department of Education for mathematics, science and English under ORS 329.485 (2), textbooks, tuition and fees, prohibition on infliction of corporal punishment, notice concerning students subject to juvenile court petitions, reporting of child abuse and training on prevention and identification of child abuse, Employment Department law, discrimination, instructional time provided by school during each day/during the year, health and safety statutes and rules, any statute or rule that is listed in the charter, consideration for educational services. **The VIBES Performance Contract with Medford School District** was fully executed with signatures by the Medford School Board Chair and the VIBES School Board Chair on July 27, 2013 allowing the charter school to open in August 2013. An Addendum was signed May 21, 2014 allowing for the school to expand with two full day sessions of Kindergarten and two classes of 4th grade. A full copy of the Charter Contract between VIBES Charter School and the Medford School District is included as an attachment to this federal grant proposal. **Integration of Federal Charter Grant funds with existing Federal money supporting students attending VIBES:** The use of U.S. Department of Education CDFA #84.282B grant funds are outlined in the budget narrative. The core uses include: purchasing curriculum, trade books for reading program, assessments, instructional software, classroom furniture and technology, professional development, student database systems and travel for required trainings. Title IA funds were incorporated into the school during the 2013-2014 school year to support a .5 FTE Reading Intervention teacher. For the 2014-2015 school year, the school will be allocated \$24,300 for the same position, with the direction from the Medford School District for the school to develop its comprehensive Schoolwide Title IA plan for submission to the Oregon Department of Education (ODE). Once VIBES is approved to become a Schoolwide Title IA school, additional Parent Involvement money will become available

through the school district. Migrant Education support money comes through Title IC as scholarships for students to attend the Kids Unlimited 10-week summer camp (currently 11 migrant VIBES students are participating). Through Title III, VIBES receives \$ 97,000 to support 1.5 FTE English Language Learner teaching staff for the school. VIBES receives IDEA/Special Education support through a Medford School District in the form of a certified/credentialed teacher to work with 20 special education students enrolled in the charter school. The school's homeless students will receive additional supports through the McKinney-Vento federal program beginning with the 2014-2015 school year.

In conclusion, the VIBES Charter School is innovative for Southern Oregon with the model for relentless and wraparound supports to ensure that all students are academically successful. The VIBES school used comprehensive, research-based reading, writing and mathematics curriculum. The school has very highly qualified leadership and is supported by the VIBES Board of Directors (which is included as an attachment). VIBES leadership work closely with the Medford School District's Federal and Special Education program directors for continuity of student services. With the school already having one year of operation completed, it is well positioned to increase the intensity of professional development and accountability for Closing the Achievement Gap with the significantly under-served student population attending VIBES. The school has powerful community support and an active parent-involvement program. Community fundraising for renovations of Kids Unlimited's youth center facility for the past 15 months has been highly successful with many of the donors being large, local businesses who see the value in Closing the Achievement Gap for students of color and children living in poverty. It is to the greater benefit of our community that ALL children successfully graduate from high school, no matter their level of social or economic disadvantage.

VIBES CHARTER SCHOOL

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VIBES CHARTER SCHOOL LOGIC MODEL Grades K-8

ISSUES	RESOURCES	STRATEGIES	OUTCOMES	GOALS
Students not learning at grade level due to: Living in poverty; no pre-school experience; Hispanic/Latino ethnicity; English Language Learner; parents don't speak English; migrant family; family and neighborhood dysfunction (substance abuse, domestic violence, criminal activity); low family literacy	Kids Unlimited "umbrella" agency for organizational infrastructure and community networking for support of school; Renovation to Kids Unlimited Youth Center to house VIBES Charter School to accommodate classrooms; Signed Charter Contract with Amendment for Kindergarten between Medford School District	2014-2015 Relief Nursery satellite program onsite at school for up to 16 two-four year old high risk youngsters; 10 hour VIBES school day (7:30 - 5:30); Full day kindergarten, prior to State of Oregon mandate in 2015; After school enrichment program onsite aligned to school day activities; Extended school year linkages with	100% of children attending Relief Nursery onsite satellite program transition to VIBES full-day kindergarten when age appropriate 98% of VIBES students will attend school 90% or more of enrolled days 5% increase each year of students	Children entering kindergarten ready to learn Students performing at or above grade level in reading and math Closing the achievement gap for sub – populations of students: Poverty, ELL, Hispanic/Latino, Special Education, Migrant,

and/or education level; child not ready to learn when entering kindergarten; minimal adult supervision during out-of-school hours; hunger; food insufficiency; poor nutrition due to lack of resources and over-reliance on processed food items; absent parent due to active and/or reserve military	and Kids Unlimited; Highly qualified, school leadership, teachers and support staff; Strong parent and community support for VIBES; Partnership with Family Nurturing Center-therapeutic Relief Nursery approved by Oregon Legislature; Kids Unlimited Culinary Arts, Nutrition, Farm to Table Education Program; Kids Unlimited	Kids Unlimited; 10 week/5 days a week/10 hour a day summer camp; Implementation of research-based <i>Success For All</i> reading and school reform model; research-based <i>Singapore Math</i> curriculum; research based <i>Success For All</i> writing curriculum; Provide 12-14 days of <i>Success For All</i> and 10-12 days of <i>Singapore Math</i> training each year for first	achieving at or above grade level in reading and mathematics from baseline data set established 2013-2014 (first year of school operation) as documented by school assessment data 100% of VIBES classroom teachers, Title I, ELL and Special Education teachers trained in <i>Success for</i>	Children of Military Families Increased high school graduation rates for underserved students
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	<p>becoming an USDA school meals provider for school; Kids Unlimited becoming Partner Agency with ACCESS, an Oregon Food Bank affiliate for Southern Oregon; Federal funds integrated through Medford School District (Title IA and C, Title III, McKinney Vento, IDEA</p>	<p>three years of school operation; Each student has individualized “Success Plan” with target goals for academic, social skills and school attendance; Structured case management and Jackson County Mental Health support for high risk students at school; <i>Positive Behavior Supports (PBS)</i> and <i>Strong Response to Intervention</i> (RTI) programs;</p>	<p><i>All and Singapore Math</i></p> <p>2% increase in student enrolled from active and reserve military families (from baseline of zero)</p> <p>Improvement in self-esteem, social skills, school engagement and mental health of identified at-risk students’ as measured by pre- & post-assessments</p>	
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		<p>Data – driven student learning interventions (modifications to teaching strategies; additional learning time; second and/or third dose of reading instruction;</p> <p>Integrated and Project Based Studies that incorporate the arts and humanities; Science, Technology, Engineering, Arts and Mathematics school focus</p>	<p>5% improvement each year in <i>Smarter Balance</i> Oregon’s new state-wide online assessment from baseline of 2014-2015 <i>Smarter Balance</i> online assessment data</p>	
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		(STEAM); Targeted school outreach to underserved populations during open enrollment period as outlined in the “Issues” column of chart		
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TOM COLE

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EXECUTIVE SUMMARY

BELIEF | COMMITMENT | HARD WORK

A proven visionary and strategic leader that translates youth development strategies into systemic community change. An expert in advocating for those who have the least by leveling the “playing field” of opportunities, while creating an impactful environment that supports kids in their academic endeavours. Very knowledgeable in progressive and holistic program development, including family connections and wrap-around services. Dedicated to maintaining an experience for kids that is built on the belief that anything is possible if you are committed enough and work hard for it.

AREAS OF EXPERTISE

- Systemic Community Change
 - Engaging Youth
 - Program Development
 - Business Development
 - Capital Expansion
 - Relationship-based leader
 - Replicable Youth Development Models
 - Strategic / Tactical Planning
-

PROFESSIONAL EXPERIENCE

KIDS UNLIMITED OF OREGON – MEDFORD, OREGON

1998 – Current

CHIEF EXECUTIVE OFFICER (1998-CURRENT)

Founder of local community-based non-profit youth development agency dedicated to academic enhancement, reaching kids throughout the Rogue Valley through VIBES Charter School, afterschool programs, sports leagues, recreation, tutoring and mentorships while creating equal opportunities for kids of all backgrounds.

- This grassroots movement was created to support underprivileged children and youth living in the highest poverty neighborhoods of Medford, OR, all with a start-up grant of \$800 in 1998 and no facility.
- Designed and created progressive youth programming that provides prevention services to more than 10,000 youth in Southern Oregon; developed mission statement, board development, recruited and trained staff of over 30+, coordination of 300+ volunteers, multi-tiered program development, organizational budgeting, marketing and fundraising; procured over \$3.5 million in funding sources through community partnerships and coalitions.
- Developed and successfully implemented \$6.1 million capital campaign to purchase and renovate an old bowling alley into a state of the art Youth Center in the center of one of the region’s poorest neighborhoods.
- Designed and implemented \$2.3 million dollar basketball gymnasium; duties included the physical design, fundraising, oversight of construction project and budget management and now league management.
- Developed and Implemented VIBES Charter School: Academy of the Arts and Sciences, which was a four year process. School doors opened August 2013 for 150 First-Third grade students. 2014-2015 adds two full day kindergarten and two fourth grade classes as well as a site-based Relief Nursery for 2-4 year old high risk young children.
- Won the trust of the Latino community through leadership, family support, events and advocacy.

CONTINUED ...

ACHIEVEMENTS:

- 2000 - Nationally recognized Rolling Stone Magazine and Blockbuster Video Brick Award Finalist for innovative community program design
- 2004 - Presenter and Award recipient "Turning Tables of Hip Hop" National Summit in Washington D.C.
- 2006 - Mediation Works of Jackson County Peace Makers Award, Jefferson Award National runner-up, Jackson County Department of Health and Human Services Community Leadership Award, Presented at Oregon Governor's State After School Programs Initiative Conference in Portland, Oregon.
- 2009 - Medford Hometown Hero Award
- 2011 - Appointed by Governor Kitzhaber for Education Reform Committee
- 2013 - Conference Keynote Speaker at Oregon College Access Network's fall conference; Southwest Oregon Community College; Coos Bay, Oregon

BOYS AND GIRLS CLUB - PHOENIX, OREGON**DIRECTOR OF OPERATIONS**

1995 - 1998

Developed charter for organization, secured funding, hired and trained staff, implemented programs in two community sites, as well as outreach services to increase community awareness. Coordinated fundraising and teen services. Overall responsibilities included budget management, staff/resource and program development.

ACHIEVEMENTS:

- Created first youth recreational basketball program for Phoenix-Talent school district grades Kindergarten through 6th. Created first youth recreational basketball program for Phoenix-Talent school district grades Kindergarten through 6th.
- Developed first alternative middle school program in Josephine County

BOYS AND GIRLS CLUB - SPRINGFIELD MISSOURI

1991 - 1995

PROGRAMS DIRECTOR / DIRECTOR OF BASKETBALL OPERATIONS

Coordinated programs for youth ages 6-18 at nationally recognized model serving more than 5,000 children annually. Directed operations for basketball league that incorporated over 300 teams a year with youth in grades 6th - high school.

- Developed and trained coaches for one of the midwest's largest youth basketball programs
- Trained staff and developed operational policies for youth league
- Organized and implemented player and coach development camps
- Coached competitive middle and high school Missouri Valley AAU teams.

PROFESSIONAL ORGANIZATIONS AND AFFILIATIONS

Governor's Education Reform Team - Oregon Governor's Juvenile Task Force
 Gang Intervention Task Force - Member West Medford Community Coalition - Project Director
 Medford Rogue Rotary - Latina Health Coalition
 South Member High School Varsity - Coach AAU Girls - Coach

EDUCATION**1994 BACHELOR OF SCIENCE PSYCHOLOGY AND SOCIOLOGY WITH MINOR IN CRIMINOLOGY****(FOCUS ON COMMUNITY DEVELOPMENT)**

Missouri State University - Springfield, Missouri

Martha “Jane” McAlvage



PROFESSIONAL GOAL:

With Governor Kitzhaber’s leadership and vision in creating the Oregon Education Investment Board (OEIB), significant state and locally led initiatives have become the new “status quo” and are changing the educational landscape. I seek to utilize my comprehensive knowledge and skills in **public education** as both a teacher and administrator, combined with my knowledge and skills in the field of **grant writing** and **project management** to work collaboratively within public education to secure the resources to support Southern Oregon school districts in actively reducing the achievement gap and improving the high school completion/graduation rate.

EDUCATION:

- 1992** Master of Science in School Administration, University of Oregon - Division of Educational Policy and Management; Eugene, Oregon.
- 1976** Bachelor of Science in Elementary Education, Southern Oregon State College; Ashland, Oregon.
- 1972** Graduate of Grants Pass High School; Grants Pass, Oregon.

EDUCATIONAL BEST-PRACTICES PROGRAM DEVELOPMENT:

- 2012-2013** **V.I.B.E.S. Public Charter School**, core writer and charter school developer that resulted in a comprehensive 90-page kindergarten – fifth grade proposal with five “four-inch” notebooks of supporting documentation submitted to the Medford School District for charter sponsorship. The V.I.B.E.S. Public Charter School proposal had community input and went through multiple revisions to meet close scrutiny of Medford School District’s administrative team. Full proposal was discussed and debated during two Medford School Board work sessions, a public hearing and was formally approved by the Medford School Board on April 15, 2013. Researched and prepared all sections of charter school proposal including supporting documentation, minus the governance and financial sections.
- 2012** **Medford Promise Neighborhood**. Researched, developed and wrote full federal proposal, which included securing letters of support/collaboration from leaders in the community. The Promise Neighborhood initiative was generated through the U.S. Department of Education and submitted July 2012. Core community partners included: Kids Unlimited of Oregon, Family Nurturing Center (one of 15 Oregon Relief Nurseries), OnTrack, Inc. and the Medford School District. Proposal was not funded, however the community momentum has continued through collaborative meetings of community social service agencies to create structures to implement Federal and State of Oregon priorities for early childhood and youth initiatives (“0-20” education initiative).

1997-2001 Supervisor of Oakridge/Westfir Family Resource Center. Created Resource Center within the Oakridge Elementary School following the Commission on Children and Families best practice model; hired and supervised three full time program staff to implement Center's mission and programming. Center was completely funded by competitive grant dollars including start-up funding through Lane Commission on Children and Families. Program was open five days week with community access technology and technology instruction, early childhood classes, craft and enrichment activities, parenting classes. Early childhood and parenting classes were facilitated in cooperation with Lane Community College. As supervisor, and along with Family Resource Center staff, participated in multi-day national level trainings in PACT: Parent and Child Together Time, a nationally recognized early childhood intervention program (training held in Louisville, Kentucky), Community Education Best Practices through the Mott Foundation (Flint, Michigan) and community education conferences (state and national). I led teacher/administrator and administrator/student/community member teams to national U.S. West Foundation "technology in education" trainings (Denver, Colorado) which were cutting edge at that time in rural Lane County.

The Oakridge/Westfir Family Resource Center received multiple recognitions due to its uniqueness for providing access to limited resources due to the rural, remote, high poverty nature of the community:

- **1999** Lane County Prevention Coalition Award.
- **1998** Oregon Small Schools Award of Excellence.
- **1998** Kiwanis Pacific Northwest District 2nd Place Governor's Project.

The Oakridge/Westfir Family Resource Center project was also recognized for the leadership provided by Martha Jane McAlvage with the following awards:

- **2001** "Award for Cooperation by a Community Member" by the Oregon Community Education Association.
- **1999** "Distinguished Alumnus Award" for significant impact on education in the Oakridge School District through innovative programs and leadership. Presented by the College of Education Alumni Society, University of Oregon.
- **1998** "Oakridge Community Hero Award" sponsored by the Oakridge Kiwanis Club in recognition of service for the betterment of the community.
- **1998** "Citizen of the Year" for outstanding service to the civic and economic well-being of their communities. Presented by Oakridge/Westfir Chamber of Commerce, Oregon.
- **1997** US WEST Foundation "Connecting Teachers with Technology" award in recognition of the time, caring and talent shared with students in the State of Oregon.

ADMINISTRATIVE/SUPERVISORY EXPERIENCE:

2004-2011 Principal at Evans Valley Elementary School, Rogue River School District.

School-wide Title I school had 150 students in grades kindergarten through fifth. School was closed June 2011. Significant accomplishments included:

- Developing comprehensive school-wide Outdoor Education/Place Based Learning program with all staff receiving 40 hours of concentrated instruction from Oregon State University's Forestry Education Program in Corvallis, Oregon.
- Implementing school wide Positive Behavior Support program called "Self Managers" which dramatically reduced behavior referrals.
- Implementing RTI program through weekly Student Study Team meetings with the school-wide protocol of "case management" for all students.
- Facilitating Professional Learning Communities (PLC) school-wide with staff creating collaborative grade level State Standards curriculum brochures.
- Actively supporting school PTA which fully funded a new playground and covered outdoor classroom space through grants and fundraising (\$15,000).
- School received four Active Boards through Federal Stimulus funds which were placed in Second-Fifth grade classrooms. This new interactive technology provided the spring-board for monthly PLC staff cross-training in web-based instruction tools.

2001-2004 Principal at Jefferson Elementary School, Medford 549c School District.

School-wide Title I school with 510 students in grades kindergarten through sixth. Significant accomplishments included:

- Successfully implementing Reading First grant-funded program facilitated by full time Reading Coach.
- Developing extended learning opportunities for students through noon study hall, after school homework program funded by Title I and competitive grants.
- Implementing a "double dose" pull-out direct instruction phonics program.
- Creating a 30 station PLATO computer lab, 10 station Title I computer lab.
- Supporting the creation of a "guest" program in special education Resource Room for fourth-sixth grade students who needed additional math/reading instruction (which became a model for the district).

1996-2001 Principal at Oakridge Elementary School, Oakridge School District; Oregon.

Title I school had 315 students in grades kindergarten through fourth. Significant accomplishments included:

- Providing leadership to develop first school-wide Title I Oakridge Elementary School program (from targeted assisted program) that was approved by Oregon Department of Education.

- Leading staff in aligning writing, math and reading curriculum with state benchmarks.
- Researching and developing school's first Volunteer Handbook.
- Revising and implementing comprehensive school-wide student behavior program.
- Developing VISTA funded SMART onsite reading program.
- Researching and creating school-based Family Resource Center with initial funding from Lane Commission on Children and Families grants.
- Successfully researching, writing and implementing Oregon Reads competitive grant that funded school-wide "Success for All" reading program which required 100% school buy-in and comprehensive staff development for all certified and classified school staff (multi-year).

TEACHING EXPERIENCE:

- 1993-1994** Vernonia School District; Vernonia, Oregon. **Substitute teacher** for kindergarten-sixth grade; for various schools; all multi-age groupings.
- 1991-1993** Silver Falls School District; Silverton, Oregon. **Kindergarten teacher** (two sessions per day), Eugene Field Elementary School. Title I "high poverty" primary grade school.
- 1990-1991** Salem-Keizer and Marion County School Districts, Oregon. **Substitute teacher** for kindergarten-sixth grade; various schools within the county.
- 1977-1990** Coos Bay School District; Coos Bay, Oregon. **Third grade teacher** (two years), **second grade teacher** (three years), **kindergarten teacher** (seven years).

GRANT WRITING/FUNDRAISING EXPERIENCE:

- 2014-Present Kids Unlimited of Oregon** Project Development and Grants to support the VIBES Charter School, vision of neighborhood revitalization and Kids Unlimited youth development programming.
- 2013-2014 Southern Oregon Education Service District (SOESD)** contracted project development and grant writer for Butte Falls, Prospect and Rogue River School Districts. In addition, was a consultant/grant writer for the first submission of the Southern Oregon Early Learning (SOELS) Hub proposal to the State of Oregon.
- Medford School District 549c** contracted project development and grant writer. Successfully wrote and secured Oregon Health Authority School-Based Health Center Planning Grant. Developed and wrote i3 US Department of Education Innovation grant to transform Central High School (Alternative School) into a Career and Technical Education Center. The grant did not move forward past the initial submission, however, all of the project work will be used by the district to submit a comprehensive Career-Technical Education (CTE) grant to the Oregon Department of Education (ODE).
- May 2013 Volunteer Grant Writer for Oregon Department of Education grant.**

Worked collaboratively with Three Rivers School District leadership and principals at Lincoln Savage Middle School, Fleming Middle School and Illinois Valley High School to develop and write 39 page, academic-based, five-year 21st Century Community Learning Center grant proposal submitted to the Oregon Department of Education (awarded budget totaled \$2.1 million over 5 year span).

2004-2013 Non Profit Agency Grant Writer/Project Manager.

Kids Unlimited of Oregon (.5FTE employee) - nonprofit youth development agency in Medford, Oregon founded in 1998.

- Secured over \$8 million in grant funds (local, regional, national) for after school and summer youth programs. The total includes grants secured for \$5.2 million Kids Unlimited capital campaign to purchase and renovate Medford Bowling Lanes facility to create multi-faceted youth center.
- In collaboration with Medford School District, I successfully wrote and implemented the second 3-year U.S. Department of Education Mentoring grant and second 5-year Oregon Department of Education 21st Century Community Learning Center grant including three STEM (Science, Technology, Engineering and Math) supplemental grant proposals under the Oregon Department of Education 21st CCLC umbrella totaling \$95,000 to facilitate STEM at Kids Unlimited and an enhanced Engineering diversified curriculum at McLoughlin Middle School (Medford School District) utilizing mobile technology.
- Responsible for all data collection and analysis required for federal, state and local grant reports, (including the PPICS national data collection for the 21st CCLC grant).
- Managed grant budgets. Reviewed and approved all invoices submitted by Kids Unlimited to the Medford School District for reimbursement from grant funds.
- Extensively trained in best practice for grant writing and fund development through self-initiated professional literature study, as well as attending numerous local, state, regional and federal fundraising/grant writing/grant manager workshops that included sessions on program evaluation and sustainability of established programs. In addition, attended U.S. Department of Education, Office of Safe and Drug Free Schools Mentoring grant trainings in San Diego and Seattle, attended National Grant Writers Conference (Nashville) to specifically meet with program officers from the Kresge Foundation based in Michigan and attended two Association of Fundraising Professionals International Conferences (in San Diego) to learn from international leaders in the field of fundraising.

2008-2011 Federal Programs Title I Program School District Coordinator.

While working for the Rogue River School District as principal at Evans Valley Elementary School, I took on additional which included: Developing annual school district Title I budget;

Managing the Title I district budget; Preparing for and facilitating full Oregon Department of Education Title I audit in 2010.

2003-2007 Grant Writer/Project Manager for Oregon Department of Education grant.

While working for the Medford School District as principal at Jefferson Elementary School, I took on additional duties which included:

- Facilitating the collaboration between Medford School District and Kids Unlimited of Oregon to successfully write and secure the first comprehensive 21st Century Community Learning Center 5-year grant that provided after school and summer programs at two Title I elementary schools in Medford School District.
- Participating in ongoing grant-related training through Oregon Department of Education and U.S. Department of Education sponsored national 21st CCLC conference (Chicago).
- Responsible for all data collection/reporting to the Oregon Department of Education.
- Managed grant budget. Reviewed and approved all invoices submitted by Kids Unlimited to the Medford School District for reimbursement from grant funds.

2002-2005 Grant Writer/Project Manager for U.S. Department of Education, Office of Safe and Drug Free Schools grant.

While working for the Medford School District as principal at Jefferson Elementary School, I took on additional duties which included:

- Facilitating the collaboration between Medford School District and Kids Unlimited of Oregon to write and secure 3-year Federal Mentoring Grant through Safe and Drug Free Schools Department of US Department of Education; project provided support for after school programs and mentoring relationships at three Title I elementary schools and one middle school.
- Participated in ongoing grant-related training: onsite in Washington D.C (two required trainings through the Office of Safe and Drug Free Schools), ongoing technical support via email and telephone with federal program monitor, attended U.S. Department of Juvenile Justice/U.S. Department of Education sponsored national conference focused on reversing the trend of students dropping out of school.
- Responsible for all data collection and grant reporting.
- Managed grant budget. Reviewed and approved all invoices submitted by Kids Unlimited to the Medford School District for reimbursement from grant funds.

1996-2001 Grant Writer/Project Manager for local, regional, state and federal grants.

While working for the Oakridge School District as principal at Oakridge Elementary School, I took on additional duties which included:

- Researching, writing and securing “Oregon Reads” competitive Oregon Department of Education multi-year grant to improve the percentage of students reading at grade level.
- Helping to secure a Federal 21st Century Community Learning Center 3-year grant funding for Oakridge School District in consortium with ten rural Lane County School Districts, facilitated by Lane Education Service District (LESD). The grant consortium met monthly to ensure fidelity to grant outlined programming. Grant provided multi-year funding for Family Resource Center staff and after school/summer enrichment programming at Oakridge School District schools (elementary, middle and high school).
- Developing and securing three U.S. West Foundation grants to bring first community-access internet based computer technology within the Oakridge/Westfir Family Resource Center, included a week-long community and student internet training provided onsite by U.S. West Foundation trainers at Oakridge Elementary School.
- Writing and securing Lane County Commission on Children and Families competitive grants to create a Family Resource Center within the Oakridge Elementary School.

REFERENCES:

<u>Tom Cole, Executive Director</u> Kids Unlimited of Oregon ■ Current Employer	541-774-3900 (office) 541-210-1066 (cell)
<u>Mike Naumes, President</u> Naumes, Inc. ■ Co-Chair of Kids Unlimited Capital Campaign	541-772-4536 (home) 541-779-9951 (office)
<u>Rick Hutchins, Financial Advisor</u> D.A. Davidson & Company ■ Co-Chair of Kids Unlimited Capital Campaign ■ Current Kids Unlimited’s Board of Directors (past-chair)	541-779-0462 (home) 541-608-4360 (office)
<u>Dee-Anne Everson, Executive Director</u> United Way of Jackson County ■ Grantor to Kids Unlimited of Oregon	541-773-5339 (office)
<u>Denise Fields, Retired</u> ■ Evans Valley Elem. School Office Manager ■ Rogue River School District Title I Secretary	541-582-1895 (home) 541-450-4292 (cell)

Terri Dahl, Medford School District 549c 541-842-3633 (office)

- Federal Title Programs Director
- 21st Century Community Learning Center grant oversight

Rita Sullivan, Executive Director 541-779-4714 (office)

On Track, Inc. – Substance Abuse Interventions (day and residential)

- Federal Promise Neighborhood grant partner

Mary Curtis Gramley, Executive Director 541-779-5242 (office)

Family Nurturing Center – Therapeutic Relief Nursery; Jackson County, Oregon

- Federal Promise Neighborhood grant partner

Jared Ware

[REDACTED]
[REDACTED] Email: operations@kuoregon.org

Objective: To gain a position in a School Leadership role or in a situation where I can use my vision and experience to support charter schools and other innovative programs.

Education: Bachelor of Arts Degree from Bowdoin College
Major: English

Experience: Operations Director – Kids Unlimited of Oregon
& Founding Operations Director – Kids Unlimited’s VIBES Public Charter School
October, 2012 – Present
In 2012, I returned to my childhood hometown of Medford, Oregon, where I assisted Kids Unlimited of Oregon, Southern Oregon’s premier youth development organization, work through a very difficult political process to get its charter application deemed complete by the local school district, and gave presentations to the Medford School Board to help sway decision makers, ultimately leading the approval of an academically rigorous and high expectations charter school designed to support the needs of the valley’s underserved ELL and low income populations. Additionally, I serve as the organization’s leader in the fields of business, finance, human resources and payroll and successfully managed several high stakes projects. I serve as a board liaison to both the charter school’s board and the non-profit’s board as well as each entity’s finance committees. Finally, I serve as a key colleague and thought partner to VIBES Public Charter School’s Founding Principal, assisting with the implementation of the school’s charter, and creating complex weekly schedules for the school’s extended day programming. Additionally, I recruit, manage and evaluate multiple staff and faculty to ensure compliance with high expectations and grant dictated goals and outcomes.

Director of Finance – Scholar Academies (SA)
May, 2010 – October, 2012

I served as a key founding member of the small, Philadelphia-based, Young Scholars Charter School team that created and developed Scholar Academies, a burgeoning Charter Management Organization, which took the model from Philadelphia’s highest performing charter middle school and created a replicable model for charter school start-up and failing (charter and district) school turnaround. I worked in collaboration with teammates from other areas of work, to develop successful charter applications in DC, Pennsylvania, and New Jersey. I served as the senior and sole member of the Finance and Business Operations team, managing all financial operations, processing benefits & payroll for the Scholar Academies network (over \$20 million in revenue and expenses and over 100 employees) while the network provided a great education for over 1,300 K-8 students. While at SA, I quarterbacked 4 financial audits, including a federal single audit, and received an unqualified opinion with no significant deficiencies or material weaknesses on all financial statements. I served as primary liaison to the board of trustees and School Directors around financial matters for each organization within the network.

Founding Operations Manager – Equality Charter School

June, 2009 – May, 2010

I worked with a team of three founders to bring a small “mom and pop” charter school from concept to execution. My responsibilities included full Human Resources administration, purchasing of all goods and services in accordance with proper bidding and governmental purchasing requirements, oversight of the food services program, and collaborating with outside Financial Consultant to handle all financial matters.

Various Roles - Harlem Children’s Zone

Positions Included: Human Resources Manager, Operations Coordinator, Assistant to the Superintendent of Schools, & Lead Tutor for the HCZ Community Center After School Program

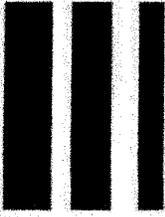
July, 2005 – June, 2009

My responsibilities while in HR included full Human Resources administration of eight different sites, including the Promise Academy Charter Schools and HCZ’s Early Childhood programs, coordinating with outsourced benefits administrator, management of recruitment and new hire processes for all new employees within those programs, liaising between organization and independent contractors, creation of school Faculty Handbook, coordinated with the organization’s Senior Management, the Director of Human Resources, the Payroll Department, and the HRIS Specialist.

My responsibilities while in Promise Academy’s central office included coordinating transportation at three school sites, ordering educational and office supplies, planning special events for the Superintendent, managing temporary staff for Promise Academy’s Human Resources and Administrative departments, overseeing the school’s ATS database, coordinating with accounts payable, managing the signing of consultant agreement forms and coordinating the payment of independent contractors, managing the school’s calendar, coordinating reports to the NYCDOE and NYSED, preparing for authorizer visitation, and assisting school leadership. Managing the Superintendent’s calendar, producing staff handbook, processing check requests and purchase orders, scheduling meetings for the administrative team and superintendent, communicating with vendors, and creating various operational processes for three charter school sites.

Skills: I am experienced across many fields of charter school and non-profit financial, business, operations, grant writing, and program, grant, and school management. I have worked for high achieving and high functioning schools and worked in various start-up situations. I have strong skills in the areas of charter school budgeting and board engagement. My people skills are excellent and I have a strong rapport with my direct reports, colleagues, parents, executives and board members. I have familiarity with Quickbooks, ADP HR Anytime, ADP TimeSaver, procurement processes, GAAP, OMB Circulars, EDGAR, and Microsoft Excel, Outlook, Word, and Powerpoint.

Training: Oregon Department of Education trainings on charter school start-up, New York City Charter Center’s Trainings on School Operations, school start-up, School Lunch Program Administration, School Safety, State Audit Preparation, Recruitment, Teacher Certification, and procurement. Various school principal trainings from DCPS and financial trainings from DC’s OSSE. Ramapo for Children’s “Managing Difficult Behaviors” training, and SPARK (Sports, Play and Active Recreation for Kids!) Recreation training.



Lynn Eccleston

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Certification and Education:

June 2003 Initial Administrator License - Portland State University
June 1999 Basic Administrator License - Portland State University
August 1996 Master of Education in Educational Leadership - University of Portland
June 1990 Oregon Basic Elementary Teaching License - Oregon State University
June 1990 Bachelor of Science in Elementary Education - Oregon State University
June 1987 Associates in General Studies - Linn-Benton Community College

Professional Employment:

2014-present **Principal**, VIBES Public Charter School, Medford, Oregon
2013-2014 **Assistant Principal**, Scenic Middle School, Central Point, Oregon
2011-2012 **Area Manager**: Success for All Foundation, Baltimore, Maryland
2008-2012 **Coach**: Success for All Foundation, Baltimore, Maryland
2008-present **Coach**: Center for Data Driven Reform in Education, Johns Hopkins University
2003-2008 **Middle School Principal**: White Mountain Middle School, White City Oregon
2005-2008 **Adjunct Education Instructor**: Southern Oregon University –Medford Campus
2002-2003 **Co- Principal**: Eagle Point Junior High, Eagle Point, Oregon
1999-2002 **Assistant Principal**: Eagle Point High School, Eagle Point, Oregon
1991-1999 **Classroom Teacher**: White City Elementary, White City, Oregon
1990-1991 **Classroom Teacher**: Chiloquin Elementary, Chiloquin, Oregon

Professional Accomplishments:

Central Point School District – Scenic Middle School:

Supervisor for Language Arts, History, Special Education, ELL and elective teachers
Facilitated school and district professional development; 6-12 Language Arts
Facilitated OAKS assessment and EasyCBM assessment testing
Supervisor of Attendance and Registrar
Facilitated PBIS and Humanities PLC meetings
Facilitated RTI data meetings and participated in district professional development

Success for All – Educational Training and Professional Development:

Common Core Standards
School and District Improvement Specialist
Leading for Success Leadership Training
Goal Focus Process-Continuous School Improvement
Strategic Professional Learning Communities
Reading Edge Middle School Curriculum Specialist

Success for All Schools/Districts:

- PreK-8th grade SFA schools (Stockton, California)
- K-8, 4-8, 5-8 SFA schools (Arizona, California, Colorado, Maryland, Pennsylvania, South Carolina, Virginia)
- Raising the Bar: Leadership Training – Middle School and High School
- District Leadership and Coaching Training, Indian Oasis Baboquivari School District(AZ) , Roosevelt School District(AZ), Alexandria City Public Schools(VA)
- District Data Reviews: Alexandria City Public Schools, Franklin County Schools, Baltimore City Schools, York City Schools, Allentown School District
- Federal Innovation Grant Coaching Coordinator and Content Coach

Eagle Point School District:

Elementary Level:

- Development team: Focus of project take two K-3 campuses and two 4-6 campuses convert into two K-6 schools. Allowing families to stay at one school from Kindergarten through 6th grade, cross grade level groupings, articulation of state standards from K-6th grade at the building level. Created a team taught, multi aged classroom. Our class had 1st graders that continued through our classroom until they reached 6th grade. **Results:** students that stayed in the multi aged, team taught classroom 3 or more years had an increase in their graduation rate, parent participation, and student achievement in reading and math.
- Educational teacher consultant: worked with various schools, new teacher programs and educational organizations. Shared successes with parental involvement through "Family Meetings" and student led conferences, designing a multi aged team taught classroom, literacy across the curriculum.

Middle School Level:

- Participated in the design process of a new middle school from start to end. Took the entire staff through first order change, not only going from a Junior High model to a Middle School model, restructuring of core curriculum, master schedule, discipline procedures, teacher evaluation. Created two school teams from the original Junior High School that broke into two middle schools. These two school teams were displaced for two years as we dealt with a fire that burnt down an existing school and construction delays on the new one.
- Led Title I school through continuous school improvement process. Analyzing school data in reading and math, identifying targets, selecting programs/curriculum to meet needs of the learner. Development of school vision, mission and establishing the school culture.
- Development of an ELL Program: Co Chair for Title III, and oversaw the district ELL programs, staff development and allocation of Title III funds district wide. At the middle school created ELD classes, SIOP Science and Math classes, and a model for team teaching with ELL teacher and regular education teacher. **Commendation:** Oregon Department of Education for our services to ELL students and families, student participation in extracurricular activities and athletics, parent involvement, number of students increasing English Language

Proficiency and the number of Latino students earning high school credit in mathematics during middle school.

- Created a master schedule to accommodate students' academic levels and teacher strengths. Facilitated core curriculum teams to determine student placement into classes based on assessment: SRI, state assessment, reading and math assessments, English language proficiency. **Results:** Increased Reading and Math performance on statewide assessments.

High School Level:

- Created a culture for student achievement. Students taking ownership of academics celebrated Certificate of Initial Mastery in Oregon high school students. Articulation of Oregon Standards among all high school staff members. Created an ELL program, designed Sheltered English classes, Spanish for Spanish speakers' class, study skill classes and created opportunities for second language learners in "real life" job experiences. **Result:** Increase in the graduation rate among ELL and Hispanic students.

District Level:

- Title III Coordinator for two years. Developing a budget, professional development, staffing, and assisted in developing the Title III grant.
- Teacher Evaluation System: Charlotte Danielson, Framework of Teaching and Learning. Merging existing evaluation system with characteristics of the Danielson.
- Development of Professional Learning Communities: Led English PLC for middle and high school district wide, Participated in Rick DuFour PLC training
- Budget: Developed and presented yearly school budget to budget committee for approval
- Data Reviews: Analysis of school and state data, school goals and quarterly targets
- PBIS -Positive Behavior Supports: Pilot school to implement PBS at the Middle School

References:

Lynn Scott, Principal – Mae Richardson Elementary, Central Point School District
Ruth Stiehl, Retired Principal – Mountain View Elementary, Eagle Point School District
David Sours, Language Arts Teacher – White Mountain Middle School, Eagle Point School District
Michele Van Sickle, Administrative Assistant – White Mountain Middle School, Eagle Point School District
Jeanine Dougherty, SFA 13 Coach, Roosevelt School District, Phoenix, Arizona

Angela Joan Crum

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Talent, OR 97540

541-215-9290
cruma@sou.edu

Dedicated and successful EDUCATIONAL LEADER with proven ability to:

- Advocate and sustain a positive and safe school culture conducive to continuous improvement for teachers and students
 - Assist teachers in the development and implementation of highly effective curriculum, instruction, and assessment aligned to Common Core and Oregon State Standards
 - Supervise and evaluate teachers; Mentor beginning teachers with coaching skills developed through New Teacher Center training
 - Assist with the interviewing and hiring of faculty
 - Develop effective programs that increase student learning and growth, including gifted and talent, deaf education, social skills, and reading, math, and writing intervention
 - Provide extensive knowledge of special education and English language learner practices and leadership, including response to intervention, differentiated instruction, classroom and behavior management
 - Well versed in legislation regarding school practices and procedures
 - Provide rich professional development to teachers in areas of curriculum design, formative assessment, data based decision making, proficiency based grading, literacy instruction, inclusion strategies, professional responsibilities, and classroom management
 - Effectively collaborate and communicate with all stakeholders to promote student learning, continuous school improvement school, and healthy, positive relationships
 - Provide leadership on numerous committees including Elementary Education, Diversity & Inclusion, Admission & Retention, Educational Technology, and Scholarship
 - Continue professional development by attending and presenting at a variety of education conferences, both regional & international. Grant writing training Winter 2014
-

EDUCATION

Initial Administrative Licensure Program, Southern Oregon University, 2012-2013
Administrative Internship at Talent Middle School with Aaron Santi

M.A.T. Special Education, Western New Mexico University, 2002-2006

B.A. Psychology & Women's Studies (double major), International Studies minor
The Pennsylvania State University, 1998-2002

Oregon Initial Administrative License 2017: K-12 Administration

Oregon Initial II Teaching License 2015: Early Childhood/Elementary, Middle Level/High School: Special Education

New Mexico Teaching License 2014: K-12 Special Education

EXPERIENCE

Teacher Educator & Field Supervisor 2008- present

Southern Oregon University, Ashland OR

Courses Designed & Taught: Inclusion Strategies; Characteristics of Exceptionalities; Advanced Special Education Legal Issues; Math Methods; Reading/Language Arts Methods; Language & Literacy; Teaching English Language Learners; Classroom & Behavior Management; Administration & Interpretation of Assessments; Human Relations; Group Instruction; Interpersonal Relationships & Group Management in Early Childhood Education; The Exceptional Child; Foundations of Education; Advanced Practicum

New Teacher Mentor 2012- present
Southern Oregon Education Service District & Professional Education Resources LLC

Writing Instructor & Tutor 2011 & 2012
Landmark College, Putney, VT

Resource Specialist 2008
Conger Elementary School, Klamath Falls City Schools, Klamath Falls, OR

Public Relations Representative & Front Page Photographer 2007
Silver City Daily Press, Silver City, NM

Special Education Teacher & IEP Chairperson 2002-2007
Indian Hills Elementary School, Gallup McKinley County Schools, Gallup, NM

Teach For America Corps Member 2002-2004
New Mexico Navajo Reservation & Gallup McKinley County Schools, Gallup, NM

PROFESSIONAL DEVELOPMENT

Curriculum, Instruction & Assessment

Power Standards & “Unwrapping” the Standards with Common Core: Larry Ainsworth 2011
Teaching Beyond the Textbook 2009
Response to Intervention Conference 2008 & 2013
Legal Issues in Special Education 2006
Hands-On Equations: Making Algebra Child’s Play 2006
Scholastic Red online courses: Reading Comprehension 2004, Reading Fluency 2005
Lindamood-Bell Diagnostic Literacy 2004-2005
Reading Renaissance Diagnosis and Intervention (Accelerated Reader Program) 2004
Brain Matters: Translating Research to Classroom Practice 2003
Spring into Literacy with Four Blocks 2003

Human Relations

Mentor Training with New Teacher Center 2010-2011 & 2012-2013
Multi-leveled Learning and Core Reflection 2009-2013
Positive Behavioral Interventions & Supports 2008-2013
Crisis Prevention and Intervention 2004-2007
How to Handle the Hard-to-Handle Student 2003

Diversity

English Language Learners Conference with Margarita Calderon 2013
All Born ‘in’ Cross-Disability Inclusion Conference 2011
Reauthorization of IDEA 2006
Gifted and Talented Education Referral and Evaluation 2005
Deaf Community and School Awareness 2004
Discrimination and the Oregon Educator Workshop 2008

Technology

Educational Technology Summit 2011-2014: *Educational Technology Summit organizing committee 2014; Authentic Math Problem Solving presentation 2013; Teacher Reflection through Professional Blogging 2012 & 2011*
Apple Educational Technology Training 2011
Multi-Modal Communication & Adaptive Play for Infants, Toddlers, and Pre-School Age Children Who Face Significant Challenges with Linda Burkhart 2011

Angela Joan Crum

8904 Yank Gulch Rd.
Talent, OR 97540

541-215-9290
cruma@sou.edu

Dedicated and successful EDUCATIONAL LEADER with proven ability to:

- Advocate and sustain a positive and safe school culture conducive to continuous improvement for teachers and students
 - Assist teachers in the development and implementation of highly effective curriculum, instruction, and assessment aligned to Common Core and Oregon State Standards
 - Supervise and evaluate teachers; Mentor beginning teachers with coaching skills developed through New Teacher Center training
 - Assist with the interviewing and hiring of faculty
 - Develop effective programs that increase student learning and growth, including gifted and talent, deaf education, social skills, and reading, math, and writing intervention
 - Provide extensive knowledge of special education and English language learner practices and leadership, including response to intervention, differentiated instruction, classroom and behavior management
 - Well versed in legislation regarding school practices and procedures
 - Provide rich professional development to teachers in areas of curriculum design, formative assessment, data based decision making, proficiency based grading, literacy instruction, inclusion strategies, professional responsibilities, and classroom management
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School: Special Education

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PROFESSIONAL DEVELOPMENT

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Apple Educational Technology Training 2011
Multi-Modal Communication & Adaptive Play for Infants, Toddlers, and Pre-School Age Children Who Face Significant Challenges with Linda Burkhart 2011



Objective

To train, inspire, and provide ongoing professional development for elementary school mathematics teachers.

Education

University of Pennsylvania, MSED	2001
Gettysburg College, BA – The Art of Writing	2000

Certification

Pennsylvania Teaching Certification, K-6 Level II
Math Highly Qualified, Middle School

Professional Developments

Attended Yeap Ban Har <i>Singapore Math Workshop</i> at Oakwood School in North Hollywood, CA	2014
Provided consultation for St. James Episcopal Academy in Los Angeles, CA	2014
Helped <i>Zearn</i> , a digital education company in New York City, create and develop a digitalized skip counting app.	2014
Led K-2 and 3-5 <i>A Story of Units</i> models progressions workshop for Berkeley School District, Berkeley, CA	2013
Provided consultation and ongoing professional development for Oakwood School in North Hollywood, CA	2013-14
Provided consultation and ongoing professional development for Ivanhoe School in Silver Lake, CA	2013-14
Provided consultation and ongoing professional development for Buckley School in Sherman Oaks, CA	2013-14
Led two <i>A Story of Units</i> fluency workshop for Louisiana teachers in Lafayette, LA	2013
Led two K-5 <i>A Story of Units</i> fluency workshop for Louisiana teachers in Baton Rouge, LA	2013
Led K-5 <i>A Story of Units</i> fluency workshop for Berkeley School District, Berkeley, CA	2013
Led K-2 Singapore implementation training at Ariel Al Adat Day School in Burbank, California.	2013
Led K-5 Singapore Math implementation training and provided ongoing professional development for <i>Ivanhoe School</i> in Los Angeles.	2013-14
Led K-1 Singapore Math implementation training at <i>KIPP Illuminar</i> school in East Los Angeles.	2013

Led K-3 Singapore Math implementation training and provided ongoing professional development for <i>VIBES Charter School</i> in Medford, Oregon	2013-14
Led grades 4-5 Singapore Math workshop at Hunter College.	2013
Delivered <i>Teaching Middle Grades Elementary Mathematics Concepts Using a Singapore Approach</i> workshop at Berkeley Carroll school in Brooklyn, NY	2013
Delivered K-5 <i>Singapore Math Teaching Strategies</i> training at New York's Boards of Cooperative Educational Services (BOCES) in Utica, NY	2013
Provided consultation and delivered demonstration lessons for Viewpoint School in Calabassas, CA	2013
Co-led Singapore Math grades 2-3 Workshop at Hunter College in New York City, NY	2013
Provided consultation and ongoing professional development for Melvin J. Berman Hebrew Academy in Rockville, MD in Rockville, MD	2012-14
Led school wide Singapore Math implementation training for Greenfield Elementary School in Philadelphia, PA and provided ongoing professional development throughout the school year.	2012-14
Led one day Singapore Math training for Seven Arrows school in Pacific Palisades, CA	2012
Led two day <i>Math in Focus</i> implementation professional development for Turning Point School in Culver City, CA	2012
Led K-2 Singapore Math implementation training for Belmont Charter School in Philadelphia, PA.	2012
Led two day Singapore Math implementation professional development for Brookfield Christian School in Brookfield, Wisconsin	2012
Led two day Singapore Math bridge to Algebra training for Valley Charter Middle School in North Hills, CA	2012
Led one day Singapore Math methods training for <i>Central Queens Academy</i> in Elmhurst, New York	2012
Worked as part of a professional development team for <i>Common Core, Inc.</i> Helped provide a week-long professional development for the Network team leader/ambassador training in Albany, New York	2012
Led two day Singapore Math new teacher training for <i>Accelerated Community School</i> and <i>Arts in Action Charter School</i> in Los Angeles, CA	2012
Led one day sixth grade Singapore Math training at Calvin Christian Academy in Escondido, CA	2012
Led two day Singapore Math implementation professional development for Furman L. Templeton school in Baltimore, MD	2012
Led one day Singapore Math administrative training at New Camino Nuevo School in Los Angeles, CA	2012
Led Singapore Math overview at Fairburn Avenue Elementary school in Westwood, CA	2012
Led K-2 and K-5 Singapore Math workshop at NEST +m school in New York, NY	2012
Led K-5 Singapore Math implementation training for Ad Fontes school in Centerville, VA	2012

Provided consultation, demonstration lessons, and new teacher trainings at Valley Charter School in Northridge, CA	2012
Provided consultation and demonstration lessons at Mariposa School (Las Virgenes Unified School District) in Agoura Hills, CA.	2012
Provided ongoing consultation, demonstration lessons, and new teacher trainings at Laurence school in Valley Glen, CA.	2012-14
Led grades 3-6 Singapore Math overview Workshop for 11 teachers and administrators from New York, New Jersey, and Washington D.C.	2012
Led <i>K-3 Numbers and Operations</i> and <i>3-6 Fractions, Decimals, and Percent</i> Teacher Night trainings for Brandywine School District in Wilmington, Delaware.	2012
Led Sprint Delivery workshop and four operations of fractions workshop at Harambee Institute of Science and Technology Charter School.	2012
Provided ongoing professional development for pre-K – sixth grade teachers at Santa Catalina School in Monterey, CA	2011-12
Led K-5 Singapore Math professional development for Soille San Diego Hebrew Academy in San Diego, CA	2012
Provided consultation and delivered demonstration lessons for Echo Horizon School in Culver City, CA	2012-13
Led two demonstration lessons with pre and post conferences at Our Community Charter School in Chatsworth, CA. Teachers from seven schools attended.	2012
Provided consultation and demonstration lessons at New Heights Charter School in Los Angeles, CA.	2012-13
Provided consultation and ongoing professional development for Harkham Hillel Hebrew Academy in Beverly Hills, CA.	2012-14
Provided Sprint, Pattern box, and assessment training to Global Ambassador school in Los Angeles, CA.	2011
Led kindergarten through second grade Singapore Math workshop for 22 Los Angeles area teachers and administrators at Beth Hillel Day School.	2011
Led third through sixth grades Singapore Math Workshop for 22 Los Angeles area teachers and administrators at Beth Hillel Day School.	2011
Led kindergarten through second grade Singapore Math overview Workshop for 14 New Jersey, Delaware, and Philadelphia teachers and administrators.	2011
Led kindergarten Singapore Math training and K-5 Singapore Math overview at El Haynes school in Washington D.C. (2 days)	2011
Provided ongoing Singapore Math consultation for Bruce Monroe school in Washington D.C.	2011-13
Provided ongoing consultation in Belmont Charter School's Singapore Math Implementation.	2011-12
Led two day K-6 Singapore Math training for Silverwood and Soundview schools in Edmonds, WA	2011
Attended <i>Algebra/Geometry Connection</i> workshop, led by Scott Baldrige theoretical mathematician at Louisiana State University.	2011
Led first grade Singapore Math implementation training for Belmont Charter School in Philadelphia, PA.	2011
Helped conduct teacher training for <i>Delaware Foundation for Mathematics</i>	2008-11

<i>and Sciences'</i> pilot Singapore Math program.	
Led two-day text study of the fifth and sixth grade Singapore Math Standard's Edition textbooks for Santa Catalina middle school teachers in Monterey, California.	2011
Attended <i>Pi Project</i> workshop in Palo Alto, California.	2011
Presented Precision teaching, Singpaore Math Fraction overview, and Sprint overview at the Northern Regional California Association of Independent Schools Meeting.	2011
Presented Singapore Math to Lauren's House 4 Positive Change, an after school program in East Palo Alto, CA.	2011
Led Sprint Writing Workshop and provided K-5 consultation at Ivanhoe Elementary School in Los Angeles.	2011
Led two-day Sinagpore Math teacher training at St. Edward's school in Vero Beach, Florida.	2011
Led workshop - <i>Building Automaticity and Internalizing Singapore Math Concepts Through Sprints</i> – with The Ramos Group.	2010
Led Kindergarten Singapore Math implementation training for Belmont Charter School in Philadelphia, PA.	2010
Led Act 48 Workshop, <i>Mathematics and Visualization Across the Disciplines: Applying the Singapore Method</i> , at Neumann College in Aston, Pennsylvania.	2010
Presented Singapore Math for Early Elementary Education for Norris Square Civic Association.	2010
Presented Building Math Automaticity Methods at Philadelphia Charter School Conference.	2009
Delivered Singapore Math presentation to a Math Methods class at Bryn Mawr College.	2009
Led two-day upper grades Singapore Math teacher training at St. Edward's school In Vero Beach, Florida.	2009
Presented Singapore Math curriculum at Philadelphia Charter School Conference.	2007

Experience

Math Coordinator, FACT Charter School, 2008 – 2010, 2011-12
1023 Callowhill Street, Philadelphia, PA 19123, 215-569-2600

Conducted observations, ran Math team meetings, trained new Math teachers, and supported all Math teachers.

Math Specialist, Santa Catalina School, 2010 - 2011
1500 Mark Thomas Drive, Monterey, CA 93940

Conducted observations, ran Math team meetings, trained K-5 teachers, and taught two sixth grade classes.

Teacher, FACT Charter School, 2005 – Present

Designed and delivered a Writing curriculum for grades 3-5 using the "Project Child" curricular framework. Taught Science using hands-on inquiry using "Science: It's Elementary" and "Singapore Science" programs. Taught Math using the "Singapore Math" curriculum.

Teacher, St. Bakhita Secondary School in Southern Sudan, 2004-05
Taught English to forms one through four and Math to form one.

Teacher, Paramount Unified School District, 2003-04
Alondra Elementary, 16200 S. Downey Ave., Paramount, CA 90723, 562-602-6930
Taught Life Science to three seventh grade classes and Physical Science to three eighth grade classes.

Teacher, School District of Philadelphia, 2001-03
Nebinger Elementary, 601 Carpenter Street, Philadelphia, PA 19147, 215-952-6202
Served as the school's Science Fair coordinator. Taught seventh grade in a self-contained setting, teaching all subjects. In addition, I twice organized a science fair for the school, in which every student in kindergarten through eighth grade handed in an individual project.

Activities

Teaching representative on the new teacher interviews committee.	2006
Founded and advised the <i>FACT's Flyer</i> , the school newsletter.	2005- Present
Spelling Bee Coordinator	2005 – 2007
Science Fair Coordinator	2006 - 2008
<i>Science: It's Elementary</i> coordinator.	2006 - 2007
4 – 8 Math Olympiads Coach	2008 – 2009
Box Top fundraising coordinator for Fall.	2008
Teacher representative for Curriculum Council	2008 - Present
Math Curriculum Writer	2009
Teacher Representative at board meetings.	2009 - 2010

Publications

Published immigration editorial in *The Philadelphia Notebook*. 2008.

Published editorial on the inequalities of standardized testing in urban settings for the *Philadelphia Inquirer*. 2006.

Published an anti-casino/pro-student op-ed in the *Philadelphia Inquirer*, 2008.

Submitted testimony at a city hall hearing, protesting neighborhood casino plan, 2008.

Awards and Accomplishments

2009-10 member of Cambridge Who's Who

2009 ACE (Appreciating Charter Educators) Award Winner. The award recognizes teachers who improve student achievement; use innovative and creative instructional strategies; and make a difference in the lives of students. One of two charter school teachers in Pennsylvania to receive the award.

Featured on the front page of the *Philadelphia Inquirer*, representing the school's Singapore Math program. December, 2008.

Featured on the front page of *The Monterey Herald*, representing the school's Singapore Math program. March, 2011.

Professional Organizations

Association for Supervision and Curriculum Development
National Staff Development Council

Technical Proficiencies

Microsoft Suite (Excel, Word, Powerpoint), Windows XP and Vista, Promethean, SmartBoard

Travel

Traveled through South America and Asia, and extensively through East Africa, Europe, Canada, and the United States.

Dr. Alan C. Bates
Oregon Senate Deputy Majority Leader
State Senate District 3



sen.alanbates@state.or.us
phone: 503-986-1703
2859 State St. # 101
Medford, OR 97504

OREGON LEGISLATURE

July 7, 2014

Stefan Huh
Charter Schools Program Director
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5970

Dear Mr. Huh,

As an Oregon State Senator for District 3 (Medford), I am pleased to write this letter of endorsement and support for Kids Unlimited in their request for the U.S. Department of Education's Charter School Planning and Implementation grant. For years, school districts in Oregon have been forced to address budget shortfalls by shortening the length of the school year, laying off teachers, cutting programs and after school activities and increasing class sizes.

My number one goal for the most recent Oregon Legislative session was to increase funding for schools and we delivered on this priority by passing a budget that reverses the trend of teacher layoffs and ballooning class sizes.

Kids Unlimited has been a bright star in these dark days of education by working tirelessly to serve the children and youth who face the greatest hurdles to success in school: poverty, Hispanic/Latino ethnicity, English Language Learners, migrant family circumstances, domestic family situations that include domestic violence, substance abuse, criminal and/or gang activity. For the past 17 years, Kids Unlimited has refused to give up on children. The agency historically stays the course with youngsters from an early age by providing safety net services and a sense of family within its organizational culture that acts as a second home for these struggling young people. In 2010, Kids Unlimited witnessed its first group of six year olds graduate from high school as a cohort and now four years later, these same young people have graduated from colleges and universities – most of whom are the first in their families to even graduate from high school.

As a long-term doctor in Southern Oregon, I have witnessed first-hand the ravages of poverty and lack of education on the lives of young people. I have made it my priority to close the achievement gap for all students – but especially for the disenfranchised. Kids Unlimited's VIBES Charter School is a perfect example of defying the odds and taking a stand for our most vulnerable young people. The school opened in 2013-2014 with 150 students, a 77% student poverty level, 47% Hispanic/Latino student ethnicity and 30% English Language Learners. Given those demographics, the 94.5% of the students attended 90% or more enrolled school days, which is 15% higher than the four other highest poverty elementary schools in the Medford School District. VIBES is using best practice, research-based curriculum in the core areas of reading and math that has been proven to close the achievement gap for under-served children. The school uses a case management approach by establishing a "Success Plan" for each student with academic and social goals that are benchmarked for success throughout the school year. We know that children living in poverty have the fewest resources for enrichment activities and even basic supervision during the hours when parents are working. VIBES provides a 10-hour school day with an extended school year that begins earlier and ends later than other Medford School District elementary schools. Kids Unlimited also provides a 10-week enrichment summer camp which is an extension of the school year for VIBES students.

Please accept this letter as documentation of my endorsement and commitment to the success of VIBES Charter School in addressing the achievement gap for disadvantaged students in my district.

Respectfully,


Dr. Alan Bates, Senator



JACKSON COUNTY

Health & Human Services

Jackson County
Health and Human Services

Mark Orndoff
Director

1005 E. Main St.
Medford, OR 97504
Phone: 541-774-7878
OrndofMJ@jacksoncounty.org

TTY: 541-774-8138
www.jacksoncounty.org

July 3, 2014

Stefan Huh
Charter Schools Program Director
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, S. W.
Washington, DC 20202-5970

Re: VIBES Charter School

Dear Mr. Huh,

Jackson County Health and Human Services is pleased to support the VIBES Charter School which opened its doors to 150 first-third grade students in 2013-2014 and will be adding 100 additional students in 2014-2015. The charter school is an extension of the continuing work being done by Kids Unlimited of Oregon to eliminate barriers to equal opportunities for children of poverty and of Hispanic/Latino ethnicity. VIBES Charter School's student population are predominately children with difficult home situations, second language barriers, minimal financial resources, little or no pre-school or pre-kindergarten education and students who attended schools that didn't fit their personal educational needs. The creation and work of VIBES Charter School is a direct result of the low percentage of students graduating on time and the high number of dropouts at the high school level within the Medford School District. In 2012, the graduation rate was 53% with 211 dropouts across three Medford high schools. As of 2011, 65% of the schools in the Medford School District were on either the Federal "Watch List" or "Troubled List" (13 out of 20 schools total) www.schools.oregonlive.com/district/Medford.

Oregon consistently ranks within the top 10 substance abusing states in the nation, including abuse among adolescents. Complicating this picture is the reality that Jackson County has much higher rates of substance abuse than the rest of Oregon, rendering this a very unique place in terms of substance abuse and its attendant social consequences. Jackson County recognizes that underlying mental health issues regularly co-exist with substance abuse and anti-social behaviors which can lead to self-destructive behaviors and/or gang involvement. The VIBES Charter School is serving the highest risk elementary aged students in our valley, with the school demographics showing a student poverty rate of 77% (by Federal Free and Reduced Meal rate), 47% Hispanic/Latino student ethnicity, a 30% English Language Learner level and a 13% special education rate. These school statistics are expected to increase with the addition of kindergarten and fourth grade in 2014-2015, with additional grades added each year up through grade eight.

To support these high need students at VIBES Charter School, the Jackson County Mental Health Department has committed to providing a 0.5 FTE certified mental health Clinician to work directly with VIBES students who are demonstrating significant levels of risk factors that warrant mental health supports – beginning with the 2014-2015 school year. The County's Mental Health Specialists work collaboratively with the Coordinated Care Health Organizations in our area, as well as the local Health Centers to provide wrap around supports.

Please accept this letter as documentation that leadership from Jackson County Health and Human Services will actively support the at-risk students attending VIBES Charter School through mental health supports that include wrap around case management integration with county and state services.

Sincerely,



Mark Orndoff
Director

LIVE UNITED

United Way of Jackson County

UnitedWayofJacksonCounty.org



July 8, 2014

Mr. Stefan Huh
Charter Schools Program Director
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5970

Dear Mr. Huh,

United Way of Jackson County is proud and humbled to write a letter of support for the VIBES Charter School. Personally I have known and worked closely with Kids Unlimited since its founding and have believed deeply in the mission. The VIBES Charter School was an absolute necessary outgrowth of the great and important work of the agency and has already become a critical player in improving educational opportunities for children and families in our community.

The mission of Kids Unlimited is to “empower youth to improve their lives while bettering the community”. That mission has been demonstrated hundreds of times in the changed lives of our vulnerable population of young people. We know parents want a better life for their children, especially those who are immigrants, migrants, living in poverty and experiencing dysfunctional living circumstances. What is most prevalent, however, is that parents of children living in high-risk situations do not have the skills, knowledge or resources to model for their children how to improve their lives. This is the role that Kids Unlimited has taken for the past 16 years in our community by becoming a “surrogate” family with long term relationships that provide wrap around services, case management, academic and enrichment supports that level the playing field for those needing hope in their lives and rebuilding dreams for families.

VIBES brings an individualized approach to behavior intervention with each student having a *Success Plan* that includes both behavior and academic goals with measurable benchmarks. Just as Kids Unlimited works directly with the families of their program, the charter school also works closely with the families of their students to create interventions that work for all of their students. The parent involvement within the school has been significant, with the parents holding two carnivals that raised enough funds to purchase a wall-mounted active board for one of the school’s classrooms. Our community is directly involved with the school’s students with over 70 St. Mary’s high school students who volunteer to mentor individual students at VIBES and 22 SMART volunteers who come weekly to read with identified children. This level of community investment, for the first year of the charter school’s operation, is a powerful testament to the value VIBES brings to our most at-risk students. There was no greater support

community **compassion** empowerment vision **integrity** community compassion empowerment **vision** integrity

1457 E. McAndrews Rd. • Medford, OR 97504 • 541.773.5339 • fax: 541.773.7042

shown for any proposal than the VIBES Charter School at numerous Medford School Board members by community leaders both by appearing and by speaking publicly to encourage the board to approve the school.

The student attendance during VIBES first year of operation was 94.5%, which is statistically 15% higher than the four highest poverty elementary schools in the Medford School District. VIBES also held 3 Parent-Teacher conferences throughout last year with 97% parent participation. VIBES attributes this remarkable attendance to parents knowing that the extended school day hours (7:30 a.m. -5:30 a.m.) aligns with their work hours while providing three meals a day and strategic academic supports with a wide range of enrichments during these additional hours. Parents trust Kids Unlimited and they trust VIBES Charter School.

Please accept this letter as United Way of Jackson County's endorsement and support of the VIBES Charter School in Medford, Oregon with its goal of becoming a Kindergarten-Eighth grade school by 2018-2019 (additional grades being added each year). If I can provide any additional support or information, please feel free to contact me at 541.773.5339 or deeanne@unitedwayofjacksoncounty.org.

Regards,



Dee Anne Everson
Executive Director



Medford Rogue Rotary Foundation
314 Medford Heights Lane
Medford, Oregon 97504

July 9, 2014

Stefan Huh
Charter Schools Program Director
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5970

Dear Mr. Huh,

On behalf of the Medford Rogue Rotary Club, it is my pleasure to write this letter of community support and endorsement for the Kids Unlimited U.S. Department of Education Charter grants program. Our Rotary Club has the largest membership in Southern Oregon and has a diverse membership that spans all sectors of business, social service, nonprofit and education. A significant commitment of our Rotary Club is to the improvement of educational opportunities for children living in poverty. The work of Kids Unlimited with disenfranchised children and young people is held in high regard within our club and throughout the greater-Medford community. We have had the opportunity to support many youth/school projects in our area, but the one we are most proud of is the Kids Unlimited/Medford Rogue Rotary "Pass to Play" program, in which participating students must have their classroom teachers sign off each week that their schoolwork is up to date, thereby giving them a "Pass" to participate in the developmental basketball program.

This October – November will be the eleventh year our club has sponsored and actively engaged in the Kids Unlimited developmental basketball program called "Pass to Play". The program is structured to provide seven weeks of practices (90 minutes/week) and three weekends of games for fourth-sixth grade students (both boys and girls) from the four highest poverty elementary schools in Medford, Oregon. All of these schools also have Kids Unlimited's after school academic and enrichment after school programming five days a week which is supported by community donations, grants and Medford School District Title I funds. Each year, the Kids Unlimited/Medford Rogue Rotary "Pass to Play" program averages 240 student participants with a total student impact over the past ten years of 2,000+ youngsters living in poverty. Each year, approximately 30 of our club's Rotarians volunteer as coaches, referees and time-keepers during the games. These same Rotarian volunteers show up every week at the Kids Unlimited gymnasium to be side-by-side mentors for children who have never held a basketball and/or have never played the game of basketball. In many cases, long-term mentor-mentee relationships have developed between some of our Rotarians and the young people participating in the "Pass to Play" program. The program provides new basketballs, "Pass to Play" tee-shirts, game jerseys, transportation and an end-of-season Award Banquet for the students and their families, onsite at the Kids Unlimited Youth Center. The annual program cost has averaged \$12,000 which quantifies over the course of the ten years the program has been operating to over \$120,000 donated to support the "Pass to Play" program through our Rotary Club fundraising efforts and two dedicated local business sponsors: Rogue Federal Credit Union and Premier West Bank.

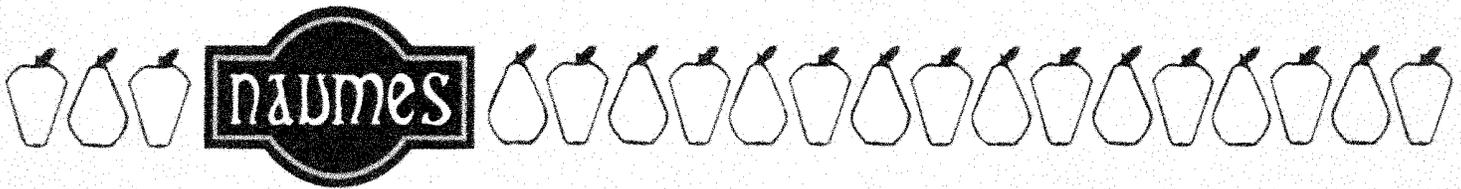
Our Rotary Club members have also supported and endorsed Kids Unlimited's efforts to establish the VIBES Charter School, which opened to 150 first-third grade students in August 2013. Many of us spoke on behalf of the charter school during the Public Hearings held by the Medford School District's Board of Directors. Our belief in the mission and work of the charter school is founded on our extensive partnership with Kids Unlimited over the past eleven years. We know the great need for providing an intensive, yet enriched, educational program for those youngsters who are not finding success in the regular school classrooms throughout our area. We also know, as business people, that the Medford School District's high school dropout rate of 64% is a dismal track record for student learning success. Please accept this letter as our endorsement of the Kids Unlimited's Charter School Planning and Implementation grant proposal to the U.S. Department of Education. We have personally witnessed the tenacity and resolute determination of the Kids Unlimited leadership to level the playing field for disconnected youth and get them back on track for graduating from high school and leading successful lives.

Respectfully,



Roger Stokes

Treasurer, Medford Rogue Rotary Foundation



July 3, 2014

Mr. Stefan Huh
Charter Schools Program Director
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5970

Dear Mr. Huh,

Naumes, Inc. is a third generation company which is now growing apples, pears and cherries on nearly 2,500 acres in three states (Washington, Oregon and California). Our company's operations are integrated from orchards to sales, which means we control the quality of the product from the time it is picked from our trees to the moment it is loaded onto the truck. Family pride is the root of our multi-state business, with the foundation of our patriarch founder Joe Naumes' vision of the united, profitable, healthful and socially responsible pear industry and the energy and dedication to bring that vision to reality. Joe Naumes also had the spirit and grace to inspire others to labor toward that same goal. Our packing operations are now centralized in Medford, Oregon and Marysville, California. At Naumes, Inc. the standard we set is to challenge our orchard teams to lead the industry in growing technology and our packing houses to produce the finest fresh fruit pack available.

With that business foundation and as President and CEO of Naumes, Inc., I am pleased to write this letter of endorsement and support for the Kids Unlimited proposal to the U.S. Department of Education's Charter School Planning and Implementation grants. It was my honor to speak before the Medford School District Board of Directors during one of its Public Hearings in regards to approving the VIBES Charter School's proposal to open in 2013-2014. I spoke from the perspective of having educated our three children (triplets) within the private Catholic St. Mary's school system here in Medford which I have supported through participating on the school's Board of Trustees in the role of Chairman and also served as Chairman of the St. Mary's Community Foundation as well as serving as co-chairman with my wife, Laura, on a major capital campaign for St. Mary's buildings. Laura also served on the Board of Trustees for St. Mary's school and currently serves on the new Board of Trustees for Oregon State University. During my presentation before the Medford School Board, I identified the deficits of the current educational program within the Medford School District and how VIBES Charter School is structured to create success for our most disenfranchised children.

Within Naumes, Inc. we work with migrant families and families who are not English Language proficient. We also clearly recognize that each of these families wants a better future for their children than they had in Mexico. Kids Unlimited has historically planted its flag in changing the lives of children on the trajectory for dropping out of school and/or becoming criminal statistics. Kids Unlimited's work is well recognized locally, regionally as well as the state and national levels for being innovative and relentless in leveling the playing field for children of poverty.

VIBES Charter School is designed to target a variety of students at risk of achieving academic success through poverty, difficult home situations, second language barriers, little or no pre-school education and students who attended schools that didn't fit their personal educational needs. VIBES has a cap on its class sizes (25 students) compared to 40-45 students in elementary school classrooms within the Medford School District. VIBES has strong community and parental support through an active Parent Advisory Committee and its own School Board of Directors. During the charter school's first year of operation, baseline data was collected which documented that 50% of the first-third grade students were in the lowest 1st-19th percentile for Oral Reading Fluency (DIBELS Assessment). By the end of the year, 58% were measuring at grade level as measured by the school's *Success for All* comprehensive reading and school reform program.

NAUMES, INC.

POST OFFICE BOX 996 MEDFORD, OREGON 97501
HOME OFFICE: PHONE (541) 772-6268 FAX (541) 772-2135
SALES OFFICE: PHONE (541) 779-9951 FAX (541) 772-3650
PR/Award # U282B140036

Changing the educational trajectory of underserved children takes time, however, it is my firm belief that Kids Unlimited and its charter school have the tenacity and long-term commitment to provide a surrogate family culture that meets the needs of their students where they are and supports them so that education is not just a "hope" but a reality.

As Naumes, Inc. is a third-generation business, we have created the Joe and Frances Naumes Family Foundation, Inc. (whose number one priority is education) invested heavily in the building of a collegiate-sized gymnasium during a three-year Kids Unlimited capital campaign which I had the honor of co-chairing. Naumes, Inc. and the Naumes Family Foundation will continue to support the efforts of Kids Unlimited and the VIBES Charter School, both financially and with in-kind leadership. Naumes, Inc. and our whole community benefits from the work being done by VIBES charter school with its focus on *closing the achievement gap* to ensure that all students, regardless of circumstance, can graduate from high school ready for college and career success.

Please accept this letter as my endorsement and support of Kids Unlimited's VIBES Charter School proposal for two years of federal implementation funding.

Respectfully,



Michael D. Naumes
President and CEO
Naumes, Inc.



July 3, 2014

Stefan Huh
Charter Schools Program Director
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5970

Dear Mr. Huh,

We are writing in support of the Federal Charter Schools Planning and Implementation Grant being submitted by Kids Unlimited of Oregon. As leaders in our community, region and nation, we believe in the mission of Kids Unlimited and its Charter School. The VIBES Charter School has expanded upon Kids Unlimited's 16 years of work with disenfranchised children and youth to establish a learning environment for kindergarten through eighth grade students (by 2018-2019) which provides: an extended day and extended school year designed to meet the needs of working families and provide additional support for students and families of need; nationally recognized reading and internationally recognized math curriculums; wrap-around case management to ensure student success; and highly trained teaching staff. Kids Unlimited's vast network of community support from social service agencies, community members, foundations and local/state/national recognitions has created the community networking needed to establish a successful and sustainable school that is reaching the most at-risk children of our community.

As a significant employer in Jackson County, it is in our best interests to have well-educated high school graduates who continue on with their education with some form of post-secondary education. Kids Unlimited and VIBES Charter School have taken on the challenge of creating an "educational family" that will stay with the students from kindergarten – eighth grade. With the 2014-2015 school year, our regional therapeutic Relief Nursery will have a satellite program within the Kids Unlimited Youth Center for up to 18 high-risk children ages 2-4. These youngsters will then continue with their education as students of VIBES Charter School – thus extending the length of relationships. The VIBES Charter School standards are benchmarks that we can support: Honoring and respecting each other by use of proper language and communication; Valuing the space of ourselves and others and maintaining the proper boundaries to ensure respect; Holding honesty and truth as our guide for what we say and do; Believing in the respect and honor of all cultures and believing that diversity enriches our learning environment for everyone; and Striving to not only access every opportunity but just as importantly provide them to others.

Lithia Motors is one of America's largest automotive retailers featuring most domestic and import franchises. In 1946, we began with one dealership in Ashland, Oregon and the business has grown to serve urban and rural populations throughout the Western and Midwest United States. In 1996, our collection of dealerships was transformed into Lithia Motors, Inc., a publicly traded company (NYSE stock symbol-LAD). We have envisioned a company that would continuously grow, provide great customer service and opportunities for employees. Lithia Motors is a company that believes in our core values: Earn customers for life, Take personal ownership, Improve constantly and Have fun. We also believe in living these core values through an entrepreneurial spirit, high standards and best practices, while thriving in a dynamic work place.

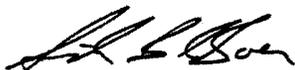
We believe that our local communities are our lifeblood. In addition to the employment that we provide in each of our neighborhoods, we also provide financial support to charitable organizations that serve our families, friends and customers. We have established our new national headquarters facility within the center of Medford, Oregon to consolidate our corporate operations. During the planning and development

150 N. Bartlett Street, Medford, OR 97501

process for our the construction of the headquarters, we worked collaboratively with the City of Medford to develop a family-friendly community park within the Liberty Park neighborhood which is the area surrounding the Kids Unlimited Youth Center and VIBES Charter School. We provided a half-million dollar investment into the project demonstrating our commitment to our community. Even more specifically, Lithia Motors has been a corporate neighbor and funder of Kids Unlimited's Youth Center on Riverside Avenue since the agency purchased and renovated the old Medford Bowling Lanes eight years ago. We currently have our Volkswagen Dealership and Service Center just across the street from the Kids Unlimited Youth Center on the corner of Riverside and Austin Street. In 2013-2014, Kids Unlimited successfully opened VIBES Charter School within their Youth Center and is currently using two adjacent pieces of property (one donated to Kids Unlimited and one purchased by Kids Unlimited) to create a developmentally appropriate playground, sustainable green-space and "kitchen" garden that will be tended by the school's students.

Please accept this letter as documentation of Lithia Motors, Inc's ongoing support of Kids Unlimited's youth programs and the quality work being done within the VIBES Charter School. The success VIBES Charter School has with educating our highest poverty, most disenfranchised children will directly benefit our community through students who are engaged in learning, who graduate from high school rather than dropping out, and are prepared to enter the workforce with employable life skills.

Respectfully,



Sidney B. DeBoer
Founder and Executive Chairman of the Board of Directors
Lithia Motors, Inc.

VIBES PUBLIC CHARTER SCHOOL

BOARD OF DIRECTORS

2013-2014

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Professor - Oregon Institute of Technology

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Retired Educator

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VIBES Public Charter School

EIN: 46-2909692

Part V, 1a

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Email: carol@cutler.com

Sister Mary Pat Naumes

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Talent, OR 97540

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Email: marypat@naumes.com

Board of Directors
Kids Unlimited of Oregon

Name	Address and Phone Number	Occupation	Term
Chuck Martinez Board Chair	222 NE Park Plaza, Suite 116 Vancouver, WA 98684 541 944 4550	Commercial Land Developer	2012-2016
Pat Huycke Vice Chair	823 Alder Creek Drive Medford, Oregon 97504 (541) 261-1472	Lawyer Huycke, O'Connor, Jarvis and Lohman LLP	2012-2016
Jamie Brindle Treasurer	1311 E. Barnett Road Medford, Oregon 97504 541.622.6222	Banker Peoples Bank	2013-2017
Rick Hutchins Past Chair	Suite 200, 3210 Hillcrest Park Drive Medford, OR 97504 (541) 608-4366	Financial Advisor & Vice President D.A. Davidson & Co.	2011-2015
Dave Carroll	<u>Breecher21_243@hotmail.com</u> (541) 210-1033	Law Enforcement; Federal Southern Oregon Region	2010-2014
Greg Jones	2340 Greenbrook Drive Medford, Oregon 97504 (541) 944-6291	Retired	2012-2016
Andy Batzer	190 North Ross Lane Medford, Oregon 97501 (541) 773-7553	Vice President; Batzer Construction	2012-2006
Pedro Cabrera VIBES Chair	Rogue Community College Medford, Oregon 97504 (541) 773-4523	Director; La Puerta de su Futuro Mentoring Program; Rogue Community College	2012-2016
Jeri Olson Secretary	248 Island Pointe Dr Medford, OR 97504 (541) 601-1750	Retired Nurse	2012-2016
Rocio Mendoca	<u>rociom14@gmail.com</u> Medford, OR 97504 (541) 951-9174	Nurse; Kids Unlimited Alumni	2013-2017

**KIDS UNLIMITED OF OREGON:
LEVELING THE PLAYING FIELD FOR YOUTH
LIVING IN POVERTY**

**VIBES: Academy of the
Arts and Sciences
Charter School
Grades K – 8
Science, Technology,
Engineering, Arts,
Mathematics (STEAM)**

**Supplemental Education Services
(SES) at Howard Elementary School
2010 – 2011 Reading
2011 – 2012 Mathematics
After School Targeted Tutoring
2013-2014 and 2014-2015
Four High Poverty Medford School
District Schools**

**Mentoring
Academic Tutoring
Gang Intervention Programs
Case Management
Counseling**

**Innovative, Academic Focused After School
Programming
Summer Camp Integrated With Migrant Education
Developmental Youth Sports Programs**

**KIDS UNLIMITED OF OREGON
Established 1998**

**Community-Based Efforts to Change the Trajectory of Youth At-Risk of
Dropping Out of School in Medford, Oregon**

EDUCATION IS THE KEY TO A SUCCESSFUL FUTURE



2014-2015 Calendar

Events / Holidays

Date	Description
Aug. 22	New Student Open House
Aug. 26	First Day Of School
Aug. 29	All Student Open House
Sept. 1	No School Memorial Day
Sept. 24	Back To School Night
Oct. 21	Picture Day
Oct. 31	Halloween Party
Nov. 7	End Of First Quarter
Nov. 11	No School Veterans Day
Nov. 12-14	Parent Teacher Conferences 1/2 D
Nov. 26-28	No School Thanksgiving
Dec. 19	Christmas Party
Dec. 22-Jan.	Christmas Break
Jan. 19	No School ML King Day
Jan. 23	End Of Second Quarter
Jan. 28-30	Parent Teacher Conferences 1/2 D
Feb. 16	No School Presidents' Day
Feb. 13	Valentines Party
March 23-27	Spring Break
April 10	End Of Third Quarter
April 15-17	Parent Teacher Conferences 1/2 D
May 25	No School Memorial Day
June 5	Field Day
June 10	End Of Fourth Quarter/Last Day

October '14

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April '15

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February '15

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May '15

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31						

Date	Description
June 10	End Of Quarter
June 11	Parent Teacher Conferences (1/2 Day)
June 12	School Days
June 13	Holiday Or No School
June 14	Professional Development For Staff

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Student Information	
Student Name	
Student ID	
School Year	
Grade	
Teacher	

School Information	
School Name	
Principal	
School Phone	
School Address	

Academic Performance Key		
5	Exemplary	The student consistently demonstrates mastery of the grade level standards. With relative ease the student grasps, applies and extends processes and skills for the grade level. Above grade level standards/expectations.
4	Proficient	The student demonstrates understanding of the grade level standards and can apply concepts in a variety of contexts; meeting grade level standards/ expectations.
3	Approaching Proficient	The student is beginning to, and occasionally does, meet grade level standards. The student is beginning to grasp and apply key processes and skills for their grade level, but produces work that contains errors. Is approaching achievement of grade level standards/expectations.
2	Not Yet Proficient	The student is not meeting grade level standards and is working one or more years below grade level. Limited achievement of the grade level standards/expectations.
1	Insufficient Evidence Towards Standard	Proficiency cannot be determined due to missing assignments, and/or length of time in school.
X	Not Applicable	The standard was not addressed this term. You will see X's used the first and second term. This is because the entire curriculum cannot be taught at once. While some learning standards will be addressed throughout the entire year, others will be phased in as the school year progresses.

READING	Q1	Q2	Q3	Q4
Foundational Skills (Phonics, Word Recognition, Fluency):				
Explain the meaning of prefixes/suffixes, describe how they alter the meaning of the root; break apart unknown words with three or more syllable chunks; fluently read irregularly spelled words. RF.3.3				
Read grade level text accurately and fluently (easy, smooth, automatic) to support comprehension. RF.2.4				
Literature and Informational Text				
Retell stories, explain the central message, lesson, and/or moral using key details; describe characters in a story, explain how their actions contribute to the sequence of events. RL.3.2&3				
Determine point of view (narrator, character, author, or reader's view about a situation); explain how own point of view is similar/different from the narrator, character, or author. RL.3.6, RI.3.6				
Read and comprehend grade level text and use reading strategies (e.g. ask questions, make connections, re-read) to understand difficult text. RL.3.10, RI.3.10				
Identify the main idea and how key details from the text support the main idea; compare and contrast key details in two texts on the same topic. RI.3.2&9				
Use strategies (context clues, root words) and resources (glossary, guide words, maps) to determine meaning of content specific words/phrases (atom, compound); demonstrate understanding. RI.3.4&7				
Identify and use text features and search tools (e.g., key words, sidebars) to quickly locate information on a topic RI.3.5				

WRITING	Q1	Q2	Q3	Q4
Write an Opinion: Introduce topic, state an opinion, supply reasons to support opinion, use linking words and phrases (e.g., because, therefore, for example) and provide concluding statement. W.3.1				
Write to Explain: Introduce topic, use facts and definitions to develop points, use linking words and phrases (e.g., also, another, more) and provide concluding statement. W.3.2				
Write a Narrative: Introduce narrator, character, situation. Put events in order using words to show changes in time. Develop events using dialogue and descriptions. Provide a sense of closure. W.3.3				
Use technology (e.g., Word, PowerPoint) and keyboarding skills to publish writing. W.3.6				
Produce short research projects on topics; take notes on sources, sort information into provided categories. W.3.7&8				

Student		Teacher	
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LANGUAGE	Q1	Q2	Q3	Q4
Conventions of Standard English				
Use correct grammar when writing or speaking (e.g., abstract nouns, use of verb tenses, subject-verb pronoun antecedent agreements, produce simple and compound, and complex sentences). L.3.1				
Use capitalization, punctuation, and correct spelling in writing: use commas and quotation marks in dialogue, spell high-frequency and base words with suffixes, and use reference materials. L.3.2				
Vocabulary Acquisition and Use				
Determine the meaning of unknown and multiple-meaning words using context clues, prefixes, root-words, compound words, glossaries, and dictionaries. L.3.4				
Interpret Figurative Language, determine word relationships and word meanings. L.3.5				
Accurately use grade-appropriate conversational, academic, and content specific words and phrases including words that signal spatial and temporal relationships. L.3.6				

SPEAKING AND LISTENING	Q1	Q2	Q3	Q4
Participate in and follow rules for discussions; stay on topic by asking questions or making comments; make connections with others' comments; explain own ideas and what was learned. SL.3.1				
Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. SL.3.3				
Report on a topic or text, tell a story or recount an experience with facts and relevant descriptive details, speaking clearly at an understandable pace. SL.3.4				

MATHEMATICS	Q1	Q2	Q3	Q4
Operations and Algebraic Thinking				
Interpret products of whole numbers; explain division as a set of objects partitioned into an equal number of shares; identify parts of division equations; interpret quotients in division. OA.1&2				
Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. OA.3				
Determine the unknown whole number in a multiplication or division equation relating three whole numbers (e.g., $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$) OA.4				
Apply properties of operations as strategies to multiply & divide (e.g., Since $6 \times 4 = 24$, then $4 \times 6 = 24$). OA.5				
Explain the relationship between multiplication and division; turn a division problem into a multiplication problem with an unknown factor. OA.6				
Fluently multiply and divide within 100. By the end of Grade 3, know from memory all products of two one-digit numbers. OA.7				
Solve two-step word problems using the four operations; represent these problems using equations with a letter standing for the unknown quantity; assess the reasonableness of answers. OA.8				
Identify and describe arithmetic patterns in number charts, addition tables, and multiplication tables; explain arithmetic patterns using properties of operations. OA.9				
Number and Operations In Base Ten				
Fluently add and subtract within 1000 using strategies and algorithms. NBT.2				
Number and Operations-Fractions (Gr 3 Expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, 8)				
Explain any unit fraction ($1/b$) as one part of a whole. Explain any fraction (a/b) as "a" (numerator) parts of "b" (denominator) total number of equal parts in the whole. NF.1				
Understand a fraction as a number on the number line; represent fractions on a number line diagram. NF.2				
Use models to show and explain equivalent fractions & whole numbers as fractions; locate equivalent fractions & whole numbers as fractions on a number line; compare fractions using $>$, $<$, or $=$. NF.3				
Measurement and Data				
Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes. MD.1				
Draw a scaled picture graph or bar graph with several categories; read and interpret scaled bar graphs in order to solve one- and two-step "how many more" and "how many less" problems. MD.3				
Measure the area of a shape or flat surface by covering it with unit squares (no gaps or overlaps) and count the number of unit squares used. Explain why area is measured in square units. MD.5&6				
Relate area to the operations of multiplication and addition (e.g., use tiles to find the area of rectangles, use area models to explain the distributive property). MD.7				

Student		Teacher	
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MATHEMATICS (continued)	Q1	Q2	Q3	Q4
<i>Geometry</i>				
Use attributes to identify shapes and classify shapes into categories; define quadrilaterals; recognize and draw quadrilaterals (e.g., rhombuses, rectangles, trapezoids). G.1				
Divide shapes into equal parts with equal areas; explain any unit fraction (1/b) as one part of a whole divided into b equal parts. G.2				

SCIENCE	Q1	Q2	Q3	Q4
Understand the concepts of units taught (Life Science, Earth Science, Physical Science). SC.1				
Use the Scientific Inquiry process to pose questions and investigate the natural world. SC.2				

SOCIAL SCIENCE	Q1	Q2	Q3	Q4
Understand the concepts of units taught (Civics/Government, Economics, History, and Geography). SS.1				

HEALTH	Q1	Q2	Q3	Q4
Understand the concepts of units taught (Healthy decisions on matters concerning personal, family and community health). HL.1				

PHYSICAL EDUCATION	Q1	Q2	Q3	Q4
Be actively engaged and participate. PE.1				
Demonstrate competency in motor skills and movement patterns. PE.2				

MUSIC EDUCATION	Q1	Q2	Q3	Q4
Sing with appropriate range and tone. M.1				
Perform on instruments with appropriate technique. M.2				
Read and perform music from notation. M.3				

APPLICATION OF LIFE SKILLS ('X' = Student Needs Improvement)	Q1	Q2	Q3	Q4
<i>Work Ethic</i>				
Shows positive attitude towards learning				
Works independently				
Participates in group activities				
Follows directions				
Strives for quality work				
Listens attentively				
<i>Responsibility and Integrity</i>				
Takes responsibility for choices and actions				
Follows school routines and expectations				
Makes appropriate transitions between activities				
Organizes self, materials, and belongings				
Solves problems appropriately				
Completes classroom assignments on time				
Completes and returns homework on time				
<i>Compassion and Respect</i>				
Demonstrates respect for adults				
Respects individual differences and rights of other students				
Respects school environment and materials				

Student		Teacher	
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STANDARDIZED TEST SCORES			
Test Date	Test Name	Score	Proficiency

ATTENDANCE	Q1	Q2	Q3	Q4
Days Present				
Days Absent				
Days Tardy				

TEACHER COMMENTS	
Q1	These are unlimited expandable text boxes. Extremely lengthy text can and may cause the report to product an additional page.
Q2	
Q3	
Q4	

Student		Teacher	
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MATHEMATICS (continued)	Q1	Q2	Q3	Q4
Geometry				
Use attributes to identify shapes and classify shapes into categories; define quadrilaterals; recognize and draw quadrilaterals (e.g., rhombuses, rectangles, trapezoids). G.1				
Divide shapes into equal parts with equal areas; explain any unit fraction (1/b) as one part of a whole divided into b equal parts. G.2				

SCIENCE	Q1	Q2	Q3	Q4
Understand the concepts of units taught (Life Science, Earth Science, Physical Science). SC.1				
Use the Scientific Inquiry process to pose questions and investigate the natural world. SC.2				

SOCIAL SCIENCE	Q1	Q2	Q3	Q4
Understand the concepts of units taught (Civics/Government, Economics, History, and Geography). SS.1				

HEALTH	Q1	Q2	Q3	Q4
Understand the concepts of units taught (Healthy decisions on matters concerning personal, family and community health). HL.1				

PHYSICAL EDUCATION	Q1	Q2	Q3	Q4
Be actively engaged and participate. PE.1				
Demonstrate competency in motor skills and movement patterns. PE.2				

MUSIC EDUCATION	Q1	Q2	Q3	Q4
Sing with appropriate range and tone. M.1				
Perform on instruments with appropriate technique. M.2				
Read and perform music from notation. M.3				

APPLICATION OF LIFE SKILLS ('X' = Student Needs Improvement)	Q1	Q2	Q3	Q4
Work Ethic				
Shows positive attitude towards learning				
Works independently				
Participates in group activities				
Follows directions				
Strives for quality work				
Listens attentively				
Responsibility and Integrity				
Takes responsibility for choices and actions				
Follows school routines and expectations				
Makes appropriate transitions between activities				
Organizes self, materials, and belongings				
Solves problems appropriately				
Completes classroom assignments on time				
Completes and returns homework on time				
Compassion and Respect				
Demonstrates respect for adults				
Respects individual differences and rights of other students				
Respects school environment and materials				

Student		Teacher	
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LANGUAGE	Q1	Q2	Q3	Q4
Conventions of Standard English				
Use correct grammar when writing or speaking (e.g., abstract nouns, use of verb tenses, subject-verb pronoun antecedent agreements, produce simple and compound, and complex sentences). L.3.1				
Use capitalization, punctuation, and correct spelling in writing: use commas and quotation marks in dialogue, spell high-frequency and base words with suffixes, and use reference materials. L.3.2				
Vocabulary Acquisition and Use				
Determine the meaning of unknown and multiple-meaning words using context clues, prefixes, root-words, compound words, glossaries, and dictionaries. L.3.4				
Interpret Figurative Language, determine word relationships and word meanings. L.3.5				
Accurately use grade-appropriate conversational, academic, and content specific words and phrases including words that signal spatial and temporal relationships. L.3.6				

SPEAKING AND LISTENING	Q1	Q2	Q3	Q4
Participate in and follow rules for discussions; stay on topic by asking questions or making comments; make connections with others' comments; explain own ideas and what was learned. SL.3.1				
Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. SL.3.3				
Report on a topic or text, tell a story or recount an experience with facts and relevant descriptive details, speaking clearly at an understandable pace. SL.3.4				

MATHEMATICS	Q1	Q2	Q3	Q4
Operations and Algebraic Thinking				
Interpret products of whole numbers; explain division as a set of objects partitioned into an equal number of shares; identify parts of division equations; interpret quotients in division. OA.1&2				
Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. OA.3				
Determine the unknown whole number in a multiplication or division equation relating three whole numbers (e.g., $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$) OA.4				
Apply properties of operations as strategies to multiply & divide (e.g., Since $6 \times 4 = 24$, then $4 \times 6 = 24$). OA.5				
Explain the relationship between multiplication and division; turn a division problem into a multiplication problem with an unknown factor. OA.6				
Fluently multiply and divide within 100. By the end of Grade 3, know from memory all products of two one-digit numbers. OA.7				
Solve two-step word problems using the four operations; represent these problems using equations with a letter standing for the unknown quantity; assess the reasonableness of answers. OA.8				
Identify and describe arithmetic patterns in number charts, addition tables, and multiplication tables; explain arithmetic patterns using properties of operations. OA.9				
Number and Operations In Base Ten				
Fluently add and subtract within 1000 using strategies and algorithms. NBT.2				
Number and Operations-Fractions (Gr 3 Expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, 8)				
Explain any unit fraction ($1/b$) as one part of a whole. Explain any fraction (a/b) as "a" (numerator) parts of "b" (denominator) total number of equal parts in the whole. NF.1				
Understand a fraction as a number on the number line; represent fractions on a number line diagram. NF.2				
Use models to show and explain equivalent fractions & whole numbers as fractions; locate equivalent fractions & whole numbers as fractions on a number line; compare fractions using $>$, $<$, or $=$. NF.3				
Measurement and Data				
Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes. MD.1				
Draw a scaled picture graph or bar graph with several categories; read and interpret scaled bar graphs in order to solve one- and two-step "how many more" and "how many less" problems. MD.3				
Measure the area of a shape or flat surface by covering it with unit squares (no gaps or overlaps) and count the number of unit squares used. Explain why area is measured in square units. MD.5&6				
Relate area to the operations of multiplication and addition (e.g., use tiles to find the area of rectangles, use area models to explain the distributive property). MD.7				

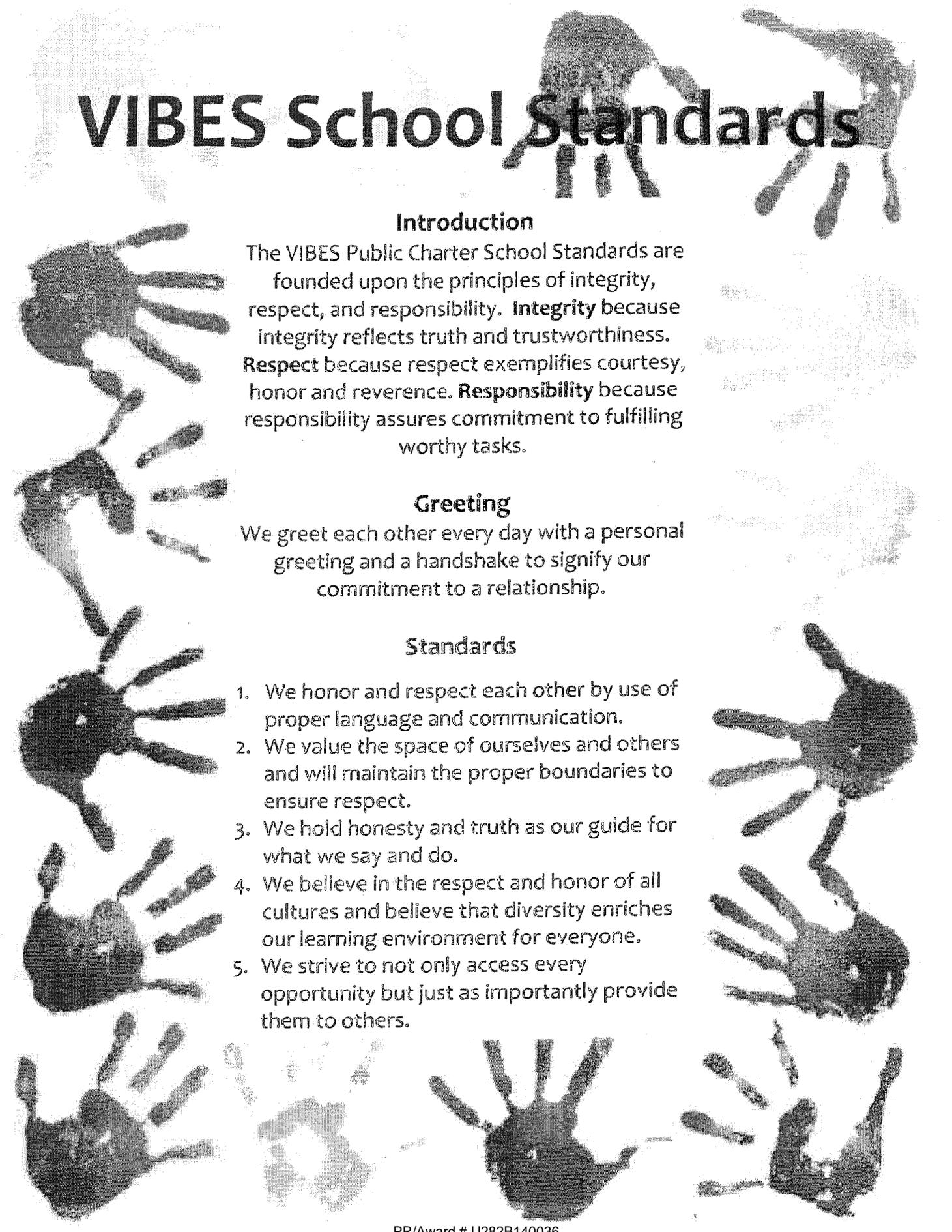
Student		Teacher	
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STANDARDIZED TEST SCORES			
Test Date	Test Name	Score	Proficiency

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TEACHER COMMENTS	
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Q2	
Q3	
Q4	

VIBES School Standards

The page is decorated with numerous handprints of various sizes and orientations, scattered around the text. Some are dark, some are light, and some are faded, creating a textured, artistic background.

Introduction

The VIBES Public Charter School Standards are founded upon the principles of integrity, respect, and responsibility. **Integrity** because integrity reflects truth and trustworthiness. **Respect** because respect exemplifies courtesy, honor and reverence. **Responsibility** because responsibility assures commitment to fulfilling worthy tasks.

Greeting

We greet each other every day with a personal greeting and a handshake to signify our commitment to a relationship.

Standards

1. We honor and respect each other by use of proper language and communication.
2. We value the space of ourselves and others and will maintain the proper boundaries to ensure respect.
3. We hold honesty and truth as our guide for what we say and do.
4. We believe in the respect and honor of all cultures and believe that diversity enriches our learning environment for everyone.
5. We strive to not only access every opportunity but just as importantly provide them to others.

Kids Unlimited reaches charter school milepost

By Teresa Ristow

Mail Tribune

February 06, 2013 2:00 AM

A new charter school run by Kids Unlimited could open in the Medford School District as early as August, school organizers said Tuesday.

The VIBES charter school, a project of Kids Unlimited Director Tom Cole and his staff, has been in the works for three years, and an application continuously under revision was deemed complete by the district.

The Medford School Board now has 60 days to hold a public hearing on the charter school and decide whether to move forward with drafting a charter.

"This has been three years of diligent research," Cole said. "It's really rewarding, and this gives us a chance to continue this dream."

Kids Unlimited staff have traveled to charter schools across the country, Cole said, and spent time studying other communities faced with poverty to develop VIBES.

According to the 97-page VIBES application, the school would open in the fall as a K-5 school of 300 students. It would add an additional grade each year until it reached 450 students in grades K-8.

Students would be taught in classrooms already in place at Kids Unlimited, at 821 N. Riverside Ave., in Medford.

The school would target at-risk youth who might otherwise struggle to graduate from high school. It would expect students to attend VIBES through eighth grade, when they would transition to high school.

"We feel like we've garnered a lot of community support," Cole said.

Regardless of having a target population in mind, the school must accept any student who applies, based on the number of openings — 50 per grade for the first year. Priority will be given to students living within Medford School District boundaries.

The board will work with district administration over the next 60 days to determine whether they believe the charter would be financially viable for the district, according to Julie Evans, district director of elementary education.

The Oregon Department of Education states that the purpose of creating charter schools is to "take responsible risks to create new, innovative, more flexible ways of educating all children within the public school system."

Evans said the district would look to this idea when considering whether VIBES should be a part of the district.

To set itself apart from the rest of the district, the school would feature an extended 186 days of instruction per year — 16 more days than the rest of the district — and 27 fewer early-release days, when students in Medford are released 90 minutes earlier.

Classes would begin at 7:30 a.m. and run until 5:30 or 6 p.m., instead of the 7:55 a.m. to 2:35 p.m. schedule at other Medford elementary schools.

Students could eat breakfast, lunch and dinner at the school.

The school would hire 24 full-time employees, including 12 teachers, a principal, operations director and English Language Learner specialist.

Under Oregon statutes for charter schools, the school would receive at least 80 percent of per-pupil funds for each student through the Medford School District, with extra funding given based on the number of ELL and poverty-stricken students.

If the target enrollment of 300 is reached in 2013-14, this would amount to \$1.7 million passed through from the district to VIBES. Other funding would come through grants and community support, the application said.

Under the timeline for the Medford School Board, a public hearing will likely take place at one of the next two scheduled board meetings, Feb. 25 or March 11.

Medford School Board members were given copies of the completed VIBES application at Monday's board meeting.

Reach reporter Teresa Ristow at 541-776-4459 or tristow@mailtribune.com.

A social start to schooling

By Janet Eastman
Mail Tribune
August 28, 2013 2:00 AM

While most Medford schoolchildren spent Tuesday skipping through the last free days of summer or shopping for glue sticks and other supplies before classes start Sept. 3, students enrolled in the new charter school, VIBES, were completing their second day of academic study.

By 3 p.m., their day was not over.

There would be a few more hours of enrichment classes in nutrition, arts, music and dance, all selected to help close achievement gaps experienced by some high-risk and struggling children.

The new school also offers its almost 150-strong student body physical education and project-based science classes.

Today, kids learned the similarities between whales, snakes and humans, and that all animals are unique.

To make sure students get the extra help they need, the charter school limits class size to 25 and offers a third more instructional days than Medford public schools' 170 class days, said Tom Cole, founder and executive director of Kids Unlimited, an after-school program that oversees and houses the school.

VIBES students are on campus from 7:30 a.m. to 5:30 p.m., while other schools end at 2:30 p.m. and have early release days.

Breakfast, lunch and dinner are provided. In mid-afternoon, the children were crunching on carrots and other snacks.

Cole and educators spent a year researching the U.S. Department of Education's Promise Neighborhoods grant program and touring successful charter schools around the country to design the school's curriculum.

"We realized we needed to look at developing early childhood partnerships for children living in poverty and English as a Second Language students," he said.

A surprise to Cole is that the new charter school's enrollment stretches across economic levels and beyond city borders to Central Point, Phoenix and Talent.

"Many families wanted in," he said.

There is one spot open for first grade and second grade, and 13 spots open for third grade, he said.

VIBES is an acronym for Vitality in Becoming Educated Socially, a long-standing mission of Kids Unlimited, an after-school program that began with a \$500 grant 15 years ago.

It is now one of the largest youth-serving organizations in the area, providing tutoring, summer camps, community programs and now a charter school.

In 2005, Kids Unlimited reached its goal of moving into its own building, a former bowling alley at 821 N. Riverside Ave.

Today, new classrooms divide up a vast space where bowling balls once bounced down wooden lanes.

Volunteers painted the walls and Medford Rotary Club members cleaned used school desks found in the district warehouse.

"It was dirty work," Cole said. "These people are judges and businessmen without children in the school but who understand the importance of this community."

In these rooms that still smelled like fresh paint on Tuesday, third-graders were building robots, second-graders were practicing the alphabet and first-graders were politely raising their hands to talk about manners.

"Showing them to address each other and adults respectfully is part of our teaching," Cole said while standing in a hallway as children in polo shirts embroidered with the school logo passed by and gave him high-fives or shook his hand. "These children are our ambassadors."

Kids Unlimited's next goal is to construct a building to be used as an early childhood learning center.

Over the years, Cole hopes to also have a full-day kindergarten program and expand the charter school one grade.

For now, six bilingual teachers are busy in their classrooms, guiding 6-, 7- and 8-year-olds in reading, writing and math.

The Singapore Math method, which emphasizes problem solving and model drawing, allows teachers to instruct a classroom with children who have varying abilities.

"Math is an area of concern in Oregon," Cole said.

The reading and language arts curriculum, called Success for All, was selected based on high test results in Oregon.

The years-long effort to gain approval for a charter school from the Medford School District was a challenge, Cole said.

"It was difficult because we were asking an institution to change," he said. "Now that we're open, we have a year to prove through our students' performance that this charter school works."

Reach reporter Janet Eastman at 541-776-4465 or jeastman@mailtribune.com.

Mentors needed

VIBES Public Charter School is looking for volunteers to serve as role models to students.

Mentoring programs help develop life skills, good time management, strong communication, positive peer relationships, college access, literacy and healthy habits, according to Oregon Mentors, a statewide advocacy group (<http://oregonmentors.org/mentoring>).

If you are interested in being a VIBES mentor, email volunteers@kidsunlimitedoforegon.org or request a form at the school office, 821 N. Riverside Ave., Medford.

Playground makeover planned at VIBES charter school

June 10, 2014 4:55 PM

During recess Monday morning, a group of first- and second-graders at VIBES Public Charter School occupied themselves with a deck of cards, some Hula Hoops and a soccer ball in a fenced-in area on the south side of the school.

The 13,000-square-foot play area is half gravel and half asphalt, with weeds growing around the perimeter. Although the kids seemed content with the activities at hand, plans are underway for a new "edible schoolyard," complete with a 56-by-45-foot play structure, raised beds and lush garden areas.

VIBES' host, Kids Unlimited, handled the fundraising for the edible schoolyard and will oversee its construction, which is set to begin later this month and be completed by mid-July, said Tom Cole, executive director of Kids Unlimited.

"We are teaching food and nutrition, but now students can also get that hands-on experience — almost like a learning lab — outside on the playground," he said.

VIBES students will have the opportunity to tend the gardens, harvest the produce and prepare nutritious food in class, Cole said.

Mary Foster, a professional garden designer, retired teacher and Master Gardener, pitched the idea to Cole after visiting the original Edible Schoolyard Project, founded by Alice Waters at Martin Luther King, Jr. Middle School in Berkeley, Calif.

Foster designed the Blue Heron Park Community Garden in Phoenix and the Fifth and Ivy Community Garden in Medford, and she helped to revive the Bellview Elementary School garden in Ashland.

"Studies have shown that you see an increase in positive behavior when kids are outside doing work or an activity," she said.

Foster said she envisions the play structure in the center of the space surrounded by a jungle-like edible garden with a little rill, a "hobbit house," bean teepees, an outdoor pizza oven, dwarf varieties of fruit and nut trees, some raised beds and picnic tables where kids can feast on the fruits of their labor.

Foster will work with Sheylan Yearsley to design and plant the gardens this summer. Foster hopes some students will be involved in the process.

The cost to resurface the 13,000-square-foot area adjacent to the parking lot, purchase the play structure and landscape the area is about \$114,000. Kids Unlimited has so far raised about 80 percent of that, Cole said.

On Monday, Dutch Bros. owner Ty Sullivan dropped off a check for \$7,500 for the project. The Kimmel Family Foundation, the Lausmann Family Foundation and the West Family Foundation also made donations to the project.

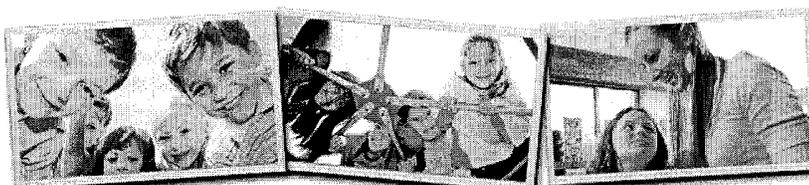
Kids Unlimited acquired the property on Austin Street in the spring of 2012, demolished an existing duplex in October 2013 and then leveled and covered the area with gravel before installing a chain-link fence, Cole said.

Kids Unlimited has since purchased an adjoining 10,000-square-foot piece of property at 531 Austin St. and plans to transform that into an early-childhood playground.

"Our hope is to pursue the demolition of that this summer and have it ready for our programs in the fall," Cole said.

— Teresa Thomas

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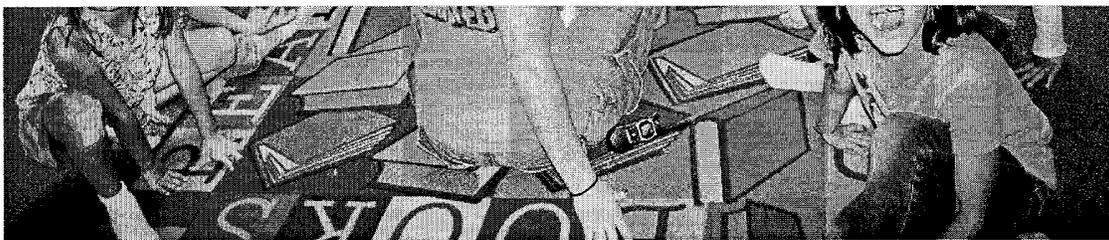
For 15 years, Kids Unlimited has provided high quality youth and community development services to Southern Oregon families. Having recognized the need for an educational option that will more fully meet the needs of children, from working families, who are struggling to meet state standards in the Medford School District, Kids Unlimited will be opening a new charter school in the Medford School District in the fall of 2013. VIBES Public Charter School: Academy of the Arts and Sciences will be an extended day, extended year program that will combine best practice curriculum with a staff dedicated to fully meeting the educational needs of its students. We invite you to read the [VIBES Public Charter School application](#), view our [study session presentation](#) to the Medford School Board, and read our [responses to the questions](#), comments, and concerns of the Medford School Board. We know that our program will improve outcomes for students here in the valley and we look forward to serving students in 1st through 3rd grade starting in the fall of 2013! Please check back in the coming days as we will make enrollment materials available to the public.

The Case for Change

There is an educational crisis in Oregon, and in the Rogue Valley, that is impacting the ability of large numbers of young people to graduate from high school, as well as their prospects for meaningful employment.

- As of 2011, 65% of the schools in the Medford School District were on either the Federal NCLB "watch list" or "troubled list" for failure to meet academic targets related to NCLB (Source: [Oregon Live](#), 2011 Federal Ratings Tab)
- As of 2012, only 64% of Medford's students graduate high school on time. (Source: [Oregon Live](#), 2012 Graduation Rates Tab)
- Of the 12,538 students enrolled in 2012, 50.4% of students were on free and reduced lunch, and 8.3% were English Language Learners. (Source: [Oregon Live](#))
- According to the [Oregon Department of Education's statistics](#) on the performance of Medford School District's free and reduced lunch students on state assessments, 50.3% of all economically disadvantaged students fail to meet the standards in math, 37.1% of all economically disadvantaged students fail to meet the standard in reading, and 40.9% fail to meet the standards in Science.
- On each of the four subjects tested by state assessments, nearly 75% of all students with a limited english proficiency fail to meet the state's standards. (Source: ODE's "[Student Achievement Data in Education Explorer](#)")
- A recent "report found that students who don't read proficiently by third grade are four times more likely to leave school without a diploma when compared to proficient readers. The number rises when those kids also come from poverty." (Source: [Huffington Post](#))
- According to the research of Dr. Robert Balfanz of Johns Hopkins: "If a sixth grader in a high poverty school attends school less than 80 percent of the time, fails math or English, or receives an unsatisfactory behavior grade in a core course, there is a 75 percent chance he or she will drop out of high school." (Source: [Huffington Post](#))
- Oregon currently has the 4th lowest graduation rate in the nation, and only 10 states have higher unemployment rates nationally (Sources: [Oregon Live](#), [Bureau of Labor Statistics](#))





What Is a Charter School?

"Charter schools are independent public schools allowed freedom to be more innovative, while being held accountable for improved student achievement. They foster a partnership between parents, teachers and students to create an environment in which parents can be more involved, teachers are given the freedom to innovate and students are provided the structure they need to learn, with all three held accountable for improved student achievement." – National Alliance for Public Charter Schools

[Continue reading-->](#)

What Makes VIBES Public Charter School Unique?

- Extended Learning Time (Longer School Day and School Year. Approximately 30% instructional time per school year than the Medford School District. Students will be in school for 186 school days per year, which is an additional two weeks, and will be in school from 7:30 until 5:30 pm daily)
- *Success for All* comprehensive, research-based school reform model that has been proven to close the achievement gap, proven to support English Language Learners in their language acquisition. On state exams, *Success For All* schools in Oregon outperform schools who use other curricula.
- Singapore Math curriculum, which was used in the development of the US Common Core Standards and lead Singapore's math students to achieve at highest levels in the world by age 15.
- Focus on S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)
- Relentless focus on providing tailored instruction and interventions to ensure all students are reading at grade level
- Organizational belief that all students are capable of achieving at high levels, graduating from high school, and attending college or receiving post-secondary training
- Smaller Class Sizes (limited to 25 per class)
- Commitment to continual program improvement through ongoing data analysis
- Tutoring available before and after school
- Diverse, high quality enrichment programs (arts, music, dance, theater, sports)
- Supplemental academic and enrichment programming provided during breaks
- Strong Parent Engagement component: Parents as Child's First Teacher
- Efficiency of Services due to existing Kids Unlimited infrastructure
- Daily common planning time for teachers, and extensive ongoing professional development
- Minimal bureaucracy that allows for more direct focus on teaching and learning
- Curriculum Diversity that takes into account learning styles
- Seamless programming from early childhood (Family Nurturing Center) through middle school
- Child-Centered focus
- English Language Learner support with SIOP and Rosetta Stone software
- Focused Case Management of all students to ensure well rounded students
- Project-based/Integrated Studies at the 6th, 8th grade levels
- Technology Infused learning that is mobile and worldwide in nature
- School to Work & Service Learning linkages connecting student learning with the world of work.

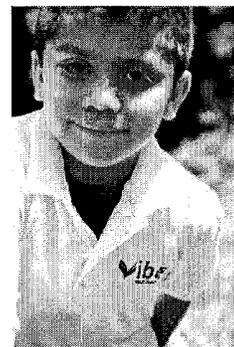
Additional Information

[VIBES Charter Proposal](#)

[VIBES Overview Presentation](#)

The Medford School District has the responsibility to identify, locate, and evaluate to determine a student's needs for special education and related services and to provide those special education services at the charter school. The Medford School District holds this responsibility for all students enrolled in a district-sponsored charter school, regardless of where the student resides.

If you have questions about special education evaluations and services, please contact the Medford School District's Special Education and Student Services Office at [541.842.3628](tel:541.842.3628).



CONTACT INFORMATION

821 North Riverside Avenue
Medford, OR 97501
Phone: (541) 774-3900
Fax: (541) 245-6261
www.facebook.com/KidsUnlimitedofOregon
www.youtube.com/user/KUofOregon

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August 28, 2013 By Ja...

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V.I.B.E.S. Public Charter School

Job Title:	K – 8 Principal	Job Grade:	TBD
Department/Group:	Vibes Charter School Medford, Oregon	Supervisor:	Tom Cole, Kids Unlimited Chief Executive Officer
Location:	Kids Unlimited Facilities	Travel Required:	Minimal
Level/Salary Range:	TBD	Position Type:	Full-Time, exempt
Application Deadline	<i>Click here to enter a date.</i>	Start Date:	<i>Click here to enter a date.</i>
Special Requirements	Oregon Administrative License	Education/Degree(s)	MA (minimum level)

POSITION DESCRIPTION: 1.0 FTE principal position will require outstanding leadership skills and a commitment to academic excellence with a “no excuses” philosophy for student achievement. V.I.B.E.S. is a new public charter school with up to 225 students at the opening of the school and building to a full capacity of 500 students in upcoming years. The V.I.B.E.S. public charter school is a *Success for All* school reform model that utilizes integrated technology to expand learning beyond the walls of the school.

QUALIFICATION REQUIREMENTS: The individual must be able to perform each essential job duty and responsibility satisfactorily. The following requirements are representative of the knowledge, skills, and/or abilities needed to perform the job at a fully acceptable level.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual holding this position and additional duties may be assigned.

ESSENTIAL DUTIES AND QUALIFICATIONS:

- Current Oregon Administrative License
- Bi-lingual in Spanish and English
- Successful school administrative experience or quasi-administrative experience
- Ability to demonstrate knowledge of effective instructional practices, behavior management, supervision and evaluation of staff
- Ability to communicate effectively and work cooperatively and collaboratively with colleagues, teachers, support staff, students, parents and patrons
- Successful teaching and/or administrative experience working with low income, Latino students and their families
- Ability to demonstrate understanding of the unique educational needs presented by a wide-range of At-Risk students
- Ability to demonstrate effective school-community relations that will build capacity for the school in all areas of the organization
- Knowledge of the laws and standards for Oregon Schools
- Successful experience in zero-based budget development and management
- Understands and demonstrates sound long and short term planning
- Ability to provide consistent and effective leadership with respect to both academics and behavior that will motivate students and staff members
- Working knowledge of the Common Core Standards and the National Science Standards
- Working knowledge and ability to implement *The Framework for Teaching Evaluation Instrument* (2011) edition by Charlotte Danielson as the board approved V.I.B.E.S. public charter school’s teacher evaluation assessment tool

- Working knowledge of multiple forms of student assessment of learning and skills
- Responsibility to know, understand and adhere to V.I.B.E.S. public charter school policies and the additional policies of the Medford School District 549c in the area of Special Education
- Ability to lead, guide and monitor the implementation of the *Success for All* school reform model to reach the full potential of student success
- Understanding and experience in *Professional Learning Communities* as presented by DuFour
- Understanding and experience in the successful delivery of Staff Development that is aligned with school instructional and curriculum goals
- Understanding and experience in *Response to Intervention* and data analysis
- Understanding and experience in school-wide *Positive Behavior Support* systems
- Has experience with technology, is knowledgeable about instructional and computer software; including the full integration of technology in the classroom
- Understands and implements productive facility maintenance
- Computer proficiency for a variety of purposes (Excel, Word, Publisher, etc)
- Possession of, or ability to obtain, a current first aid/CPR card

Ability to meet the Standards for Competent and Ethical Performance of Oregon Educators (as outlined in Division 20, ORS 342 and OAR 584-020-0000 through 584-020-0040) in the areas of: Supervision and Evaluation, Management Skills, Leadership, Human Relations and Communication. A portion is outlined below:

(1) The competent educator is a student of human behavior and uses this knowledge to provide a climate that is conducive to learning and that respects the rights of all persons without discrimination. The competent educator assumes responsibility for the activities planned and conducted through the district's program, and assists colleagues to do the same. The competent educator gathers relevant information and uses it in the planning and evaluation of instructional activities.

(2) The competent teacher demonstrates:

- (a) Multiple ways to assess the academic progress of individual students;
- (b) Skill in the application of assessment data to assist individual student growth;
- (c) Procedures for evaluating curriculum and instructional goals and practices;
- (d) Skill in the supervision of students; and
- (e) Skill in differentiating instruction.

(3) The competent administrator demonstrates:

- (a) Skill in the application of assessment data to provide effective instructional programs;
- (b) Skill in the implementation of the district's student evaluation program;
- (c) Skill in providing equal opportunity for all students and staff; and
- (d) Skill in the use of employee and leadership techniques appropriate to the assignment and according to well established standards which ensure due process for the staff for which the administrator is responsible for evaluating.

PERSONAL QUALIFICATIONS

- Unquestionable integrity, honesty and high ethical and moral standards.
- Warm, outgoing personality
- Sense of humor
- Compassionate
- Life-long learner

- Approachable, accessible and listens to others with an open mind
- Evaluates staff, students, situations fairly
- Able to build unity and develop positive relationships with staff, students, board members, the community
- Ability to develop good rapport with staff, students, parents and community
- Task-oriented, with the ability to successfully multi-task
- Actively participates in school activities
- Willing to be a vital, involved and highly visible member of the greater-Medford community as an advocate for the success of V.I.B.E.S. public charter school
- Skills in mediation and conflict resolution
- A “win-win” perspective
- Ability to delegate

DESIRED QUALIFICATIONS

- Proven grant-writing skills
- Knowledge of and successful experience in fundraising

MANAGEMENT AND SUPERVISION DUTIES

- Principal will ensure that the school has processes and systems in place for budgeting, staffing, problem-solving, communicating expectations, and scheduling that result in organizing the work routines in the building.
- Effectively and efficiently managing the complexity of everyday life is critical for staff to be able to focus its energy on improvement.
- School Resources and Budget: The principal establishes budget processes and systems which are focused on, and result in, improved student learning.
- Conflict Management and Resolution: The principal effectively and efficiently manages the complexity of human interactions so that the focus of the school can be on improved student learning.
- Systematic Communication: The principal designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student learning.
- School Expectations for Students and Staff: The principal develops and enforces expectations, structures, rules and procedures for students and staff.
- Ideals/Beliefs and Order: The principal communicates and operates from strong ideals and beliefs about schooling. He/she establishes a set of standard operating procedures and routines.
- Supervises all assigned personnel.
- Performs supervisory responsibilities in accordance with building procedures, Board policies, and applicable laws. Such responsibilities may include interviewing and training employees; planning, assigning, and directing work; appraising performance; addressing complaints and resolving issues.

EXTERNAL DEVELOPMENT DUTIES

- Principal will design structures and processes that result in community engagement, support, and ownership.
- Acknowledging that schools no longer reflect but, in fact, build community, the leader proactively creates with staff, opportunities for parents/guardians, community and business representatives to participate as “stockholders” in the school such that continued investment of resources and good will are not left to chance.
- Parent and Community Involvement and Outreach: The principal designs structures and processes which result in parent and community engagement, support, and ownership for the school. He/she is an advocate and spokesperson for the school to all stakeholders.
- Federal, State, and District Mandates: The principal designs protocols and processes in order to comply with federal, state, and district mandates.

- An individual who holds this position is expected to attend Board meetings, student activities and events, and IEP meetings.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear. The employee is occasionally required to reach with hands and arms, and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, and the ability to adjust focus.

Consistent and regular attendance is an essential function of this position. The demands of an extended workday (Coverage of building activities and extra-curricular activities, etc.), requires a high level of physical endurance.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The employee is required to deal with distraught and/or angry persons. Employee experiences constant interruptions and inflexible deadlines. The noise level in this environment is quiet to loud depending upon the activity in the particular part of the day. Duties are performed primarily indoors and occasionally outdoors in temperatures below freezing or above 100 degrees. In-district and out-of-town travel required as necessary to carry out duties and responsibilities.

ACKNOWLEDGMENT

I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.

Employee's Signature Date

Supervisor's Signature Date

Charter Contract

Between

V.I.B.E.S. Public Charter School

&

Medford School District 549C

July 1, 2013 - June 30, 2016

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CHARTER SCHOOL CONTRACT

THIS CONTRACT dated effective as of July 1, 2013 is made and entered into by and between the Medford School District 549C ("District") and V.I.B.E.S. Public Charter School, an Oregon nonprofit corporation ("VIBES").

RECITALS

WHEREAS, the Oregon Legislature has enacted ORS Chapter 338 for certain purposes enumerated in that chapter; and

WHEREAS, on January 30, 2012, an application (attached and incorporated as Exhibit A) was submitted by VIBES to District for the formation of VIBES as a charter school to operate within District; and

WHEREAS, the District School Board held a public hearing on March 11, 2013 on the provisions of the proposal in accordance with the ORS Chapter 338 and evaluated the criteria set forth in ORS Chapter 338; and

WHEREAS, THE RESOLUTION ADOPTED by the District Board on April 15, 2013, a copy of which is attached and incorporated herein as Exhibit B, approved the grant of a charter contingent upon the negotiation and execution of a contract acceptable to VIBES and District; and

WHEREAS, this contract between VIBES and the District, including the Exhibits, will constitute the full and complete agreement between the parties regarding the governance and operation of VIBES; and

WHEREAS, the parties desire that VIBES be authorized to operate and conduct its affairs in accordance with the terms of this agreement and ORS Chapter 338;

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

CONTRACT

1. Grant of Charter

VIBES is granted, in accordance with ORS Chapter 338 and the terms and conditions of this contract, a charter to operate a single public charter school located within the boundaries of the District as described herein.

2. Conditions Precedent to Grant of Charter

In order for VIBES to operate as a public charter school sponsored by the District under this charter contract, the following conditions shall be met on or before July

1, 2013:

- A. VIBES shall have secured a facility, acceptable to the District and within the District boundaries, for students in grades 1-5 and shall have obtained the appropriate and necessary occupancy and safety permits for the operation of a school at such facility. VIBES shall submit proof of such permits to the District.
- B. VIBES shall prepare and deliver to the District proof that the financial stability of the charter school is or will be maintained after facility and staffing costs are confirmed, and will provide updated facility and staffing costs for the 2013-14 school year once hiring has been completed. VIBES shall deliver to the District a revised budget reflecting the amended facility and staffing costs.
- C. VIBES shall provide at least twenty-five (25) requests for enrollment for the 2013-14 school year and offer proof of those requests to the District.
- D. VIBES shall be registered as a nonprofit corporation with the Oregon Secretary of State, shall have established bylaws and appointed a governing board, and shall have applied with the Internal Revenue Service for tax-exempt status as an organization exempt from taxation under Section 501(c)(3) of the Internal Revenue Code, and shall deliver proof of the same to the District.

3. Effective Date

This contract shall commence on July 1, 2013, and shall expire on June 30, 2016, unless sooner terminated pursuant to the provisions herein.

4. Educational Program

A. Age and Grade Range

- (i) Beginning in September of the 2013-14 school year, VIBES shall provide instruction to students in grades 1-3. Each grade level will be a maximum of fifty (50) students. In each succeeding school year, the next higher grade level cohort will be added until that group reaches grade eight (assuming the charter is renewed following this contract).
- (ii) VIBES shall only enroll a student in its first grade program if the student has reached the age of six (6) on or before September 1 of the year the student is seeking enrollment.

- (iii) Exceptions may be made to (ii) above in accordance with any exceptions allowed by District board policy JEBA -Entrance Age.

B. Curriculum

District agrees to waive its curricular requirements, to the extent permitted by Oregon law, but subject to the provisions of this Section 4.B.

- (i) VIBES shall have the authority and responsibility of designing and implementing its educational program, subject to the conditions of this contract, in a manner which is consistent with state law.
- (ii) The educational program, pupil performance standards and curriculum designed and implemented by VIBES shall be aligned to, and meet or exceed any content standards adopted by the State of Oregon and shall be designed to enable each pupil to achieve such standards.
- (iii) VIBES agrees to comply with all state requirements concerning academic content areas as defined in ORS 329.045.
- (iv) VIBES's core curriculum materials offered to students/families will meet Oregon State Standards. VIBES has provided to the District an outline of its core curriculum and educational program for the 2013-14 school year, and will provide similar outlines on an annual basis, by no later than October 31st of each successive school year.
- (v) VIBES shall adhere to the philosophy and mission, instructional program, goals and objectives, and curriculum as set forth in its application, the terms of which are incorporated herein by reference except as may otherwise be amended by the terms of this contract, and any fundamental changes thereto shall require the prior written consent and approval of the District. A "fundamental change" is defined as changing the academic focus of VIBES, its philosophy or mission, or adopting a curriculum that does not meet District or state standards. The District, in its sole discretion, may approve or disapprove of any such fundamental change.
- (vi) VIBES shall maintain and publish to their website a written policy for resolving complaints against VIBES, including complaints regarding curriculum. A current copy of the policy shall be provided to the District prior to July 1, 2013, and revised copies will be provided to the District each time any changes are made to the policy.

C. Student Assessment/Graduation Requirements

- (i) All students enrolled and attending VIBES shall participate and take part in all mandatory statewide assessments developed by the Oregon Department of Education under ORS 329.485, as well as any assessment developed by the Oregon Department of Education, the United States Department of Education or the Oregon Legislature and required of public schools to implement the No Child Left Behind (NCLB) assessment requirements. All costs associated with administering and scoring the required assessments, as well as training, shall be paid for by VIBES. If any of the assessments described herein are discontinued, the parties shall mutually agree on the assessment tool to be utilized by VIBES to determine the student performance standards for VIBES's students.
- (ii) VIBES will conduct all DIBELS assessments conducted by District.

D. Access to District Programs/Extracurricular Activities

- (i) VIBES students may, upon approval, be allowed to participate in District programs and extracurricular activities within their resident attendance area school, such as physical education, instrumental and vocal music offerings or other selected options, if space and materials are available. Students must adhere to state laws, Board policies, regulations and rules concerning conduct and discipline, including OSAA rules and regulations, and are subject to any fees.
- (ii) District will retain the ADMw for any classroom services described in paragraph 4.D(i), above.

E. Records

- i. VIBES shall comply with all record keeping requirements of state and federal law pertaining to student records and shall cooperate with the District by providing any reports or records to the District, as necessary, to meet the District's reporting obligations to the Oregon Department of Education or the U.S. Department of Education. Student records include, without limitation, immunization records, class schedules, records of academic performance, disciplinary actions, attendance, documents required pursuant to the statewide assessment system under ORS 329.485, and any documents required under federal and state laws regarding the education of students with disabilities.
- ii. VIBES shall comply with all applicable federal and state laws concerning the maintenance, retention and disclosure of student

records, including, without limitation, the Oregon Public Records Law.

- iii. VIBES shall maintain up-to-date student records including enrollment, attendance and behavior in the District 549C Student Information System (SIS). District will provide training to VIBES for SIS, but shall not be responsible for obtaining or upgrading any computers or other hardware to enable VIBES to access or use SIS.

F. Non-religious and Non-discrimination

- i. The educational program of VIBES shall be non-religious and non-sectarian. VIBES shall conform to all state and federal statutory and constitutional provisions prohibiting discrimination and shall not discriminate against any student or staff member on the basis of race, creed, color, sex, national origin, religion, ancestry, disability, marital status, sexual orientation, or political beliefs and/or affiliations.
- ii. VIBES will take affirmative action to recruit a diverse student body. By January 31 of each school year, VIBES will submit to the District a plan for school promotion and recruiting. This plan will identify planned promotion and/or recruiting activities and will include content that will be included in printed materials. In addition, by May 1 of each school year VIBES will submit to the District a demographic report of the currently enrolled students. Demographic information should be included in the report in the areas of race/ethnicity, students with disabilities, economically disadvantaged, TAG, ELL, etc.

G. Open Enrollment

- i. Student enrollment in VIBES shall be voluntary. All students, including students with disabilities, who reside in the District and meet legal age requirements applicable to a grade level will be eligible for enrollment if space is available.
- ii. As provided in ORS 338.125(2), if space is available, VIBES may admit students who do not reside in the District. Within each phase of the enrollment process, preference will be given to residents of the District.
- iii. As provided in ORS 338.125(3)(b), VIBES may give admissions preference to 1) students who were enrolled in the prior year, unless expelled and 2) applicants who have siblings who are presently enrolled and who were enrolled in the prior year. Any additional preferences not specifically outlined in laws governing charter school operation in the State of Oregon will require the submission of a waiver approved by the

Oregon State Board of Education prior to implementation of said preference for admission status.

- iv. Maximum school enrollment for the 2013-2014 school year shall be 150 students; provided that in no event shall the number of students in any grade exceed fifty (50). Enrollment may grow by an additional grade cohort of fifty (50) students each school year thereafter until Grade 8. Maximum school enrollment and expansion during subsequent years shall be negotiated with the District and determined by the strength of the infrastructure of VIBES and the academic success of VIBES students.
- v. If the maximum enrollment set forth in Section 4.G.iv is met, a lottery process will be implemented conforming to ORS Chapter 338. Using the lottery process at the end of each enrollment period (as defined in the enrollment materials), VIBES shall establish a waiting list of students who shall be offered the opportunity to enroll at VIBES if additional space later becomes available. The waiting list shall carry over to subsequent years.
- vi. VIBES shall not permit concurrent enrollment of any student at both VIBES and another public or non-public school.
- vii. The minimum enrollment for each school year shall be 25 full-time students. The District shall have the right to terminate this contract at a semester break if student enrollment in VIBES falls and remains under 25 students for twenty (20) or more days during any school year, as provided in ORS Chapter 338. For purposes of this contract, "full-time student" means a student who is receiving more than one-half of his/her instructional program at VIBES.

H. Notices for Enrollment and Withdrawal of Non-Resident Students

- (i) VIBES shall provide the District with written notice of the enrollment of any student who does not reside within the District. Such notice shall be provided within ten (10) days of the enrollment. Within ten (10) days after receiving such notice, the District shall provide to the student's parent, legal guardian or person in parental relationship written information about:
 - a. The District's responsibility to identify, locate and evaluate students enrolled in VIBES to determine which students may be in need of special education and related services as provided by ORS 338.165; and

- (iv) VIBES shall notify the district in which the student resides immediately upon the expulsion of a student from VIBES and provide a copy of the written expulsion notice. All suspension and expulsion records shall be entered in the District student information system and a detailed written notice of student expulsions provided to the District within 3 business days of the event.
- (v) VIBES and the District shall extend full faith and credit to the suspension and expulsion of a student of the other, unless both parties agree in writing to a variance from this requirement.
- (vi) Truancy - Student attendance at VIBES will be in compliance with Oregon compulsory attendance laws. Per state law, VIBES shall drop any student who is unaccounted for after 10 consecutive school days. Staff will make every available attempt to locate a student's whereabouts prior to dropping the student. The administrator of VIBES shall take any necessary steps, allowed by law, to address the student's truancy.

J. Education of Special Populations

(i) Education of Talented and Gifted Students

VIBES shall comply with ORS 343.391 - 343.413 and administrative rules adopted by the State Board of Education for implementing these statutes. VIBES will provide identified TAG students with instruction commensurate with their rate and level of learning.

(ii) Education of English Language Learners

VIBES shall identify ELL students and provide them with language acquisition by a qualified instructor. VIBES may contract with the District for these services and thus the District would retain the additional ADM for that service.

(iii) Education of Students with Disabilities

a. Special Education

1. VIBES will include the following notification in the parent/student handbook, website, and other parent materials.

The Medford School District has the responsibility to identify, locate, and evaluate to determine a student's needs for special education and related services and to provide those special education services

at the charter school. The Medford School District holds this responsibility for all students enrolled in a district-sponsored charter school, regardless of where the student resides.

If you have questions about special education evaluations and services, please contact the Medford School District's Special Education and Student Services Office at 541.842.3628.

2. Upon application and completion of registration packet by a student with a disability at VIBES, it will notify the resident district of student enrollment by requesting records, including special education records, from the previous school. The District, as the sponsoring district, will convene an Individualized Education Program (IEP) meeting with individuals knowledgeable about the student to evaluate the student's individual needs and to determine an appropriate placement for the student. The parent, school, and District staff will be included in this meeting.
3. Students with disabilities admitted to VIBES shall be afforded the same opportunities to be appropriately placed as if the student was admitted to a traditional public school with District.
4. If the IEP team determines the student's educational needs cannot be met at VIBES, an alternate placement will be recommended in a traditional public school with the resident district.
5. Students with disabilities who are enrolled in VIBES shall be provided with programs implemented in accordance with federal and state laws and local policies and procedures, specifically the Individuals with Disabilities Education Improvement Act (IDEIA), Section 504 of the Rehabilitation Act of 1973, Oregon Administrative Rules (OARs), and the District's School Board Policies and procedures related to special education. Copies of the District's policies and procedures will be provided to VIBES.
6. The District Board Policies related to students with disabilities that will be adhered to by VIBES include, but are not limited to

I.GBAE/ I.GBAE-AR—Special Education:
Participation in Regular Education Programs

J.GDA/ J.GDA-AR—Discipline of
Students With Disabilities

7. The District Special Education Procedures related to students with disabilities that will be adhered to by VIBES in collaboration with the District include, but are not limited to:

1. Child Find,
2. Pre-Referral Process,
3. Screenings for Students Not Eligible for Special Education,
4. Request for Special Education Evaluation,
5. Individualized Education Program, and
6. Student Behavior and Discipline

8. The District, as the sponsoring district, is the responsible party to provide a Free Appropriate Public Education (FAPE) to each eligible student with a disability enrolled in VIBES. All special education and related services will be provided on site at VIBES, unless the District, VIBES, and parents agree to other arrangements. VIBES shall be responsible to implement the accommodations and modifications as outlined in the student's IEP.

9. Transportation for special education students will only be provided to a student attending VIBES if it is based on student need and is documented as a related service on the student's IEP.

(iv) Section 504

VIBES will provide reasonable accommodations to students with a physical or mental impairment that substantially limits a major life activity if and to the extent required to enable such students to have an opportunity to be successful in their educational program equal to that of their non-disabled peers. VIBES shall prepare a 504 Accommodation Plan for all such students who do not have an IEP in accordance with Section 504 of the Rehabilitation Act and its implementing regulations.

(v) Training Related to Special Education and Section 504

VIBES may request training related to special education, students with disabilities, and Section 504, at no charge, from District.

K. Tuition and Fees

VIBES shall not charge tuition to students attending VIBES. VIBES shall not charge tuition for programs, classes or courses of study which are part of the regular school program. VIBES may charge reasonable deposits and fees in accordance with ORS 339.155 for optional after-school programs and student activities.

L. Student Welfare and Safety

VIBES shall comply with all applicable state and federal laws concerning student welfare, safety and health, including, without limitation, the mandatory reporting of child abuse, accident prevention and disaster response, and any local, state or federal regulations governing the operation of school facilities and submit to the District a plan for training of staff in these areas as well as documentation of completion.

- (i) VIBES is responsible for the reporting of child abuse and neglect in accordance with state law.
- (ii) VIBES shall immediately inform the District Liaison of any incident regarding child abuse and/or neglect.
- (iii) VIBES shall comply with state and federal law relating to drug administration to students.
- (iv) VIBES shall comply with OAR 548-020-0041, the Teacher Standards and Practices Commission requirements that the chief administrator report certain acts of gross neglect of duty by licensed staff.
- (v) VIBES shall participate in the safe schools online trainings offered by the District including child abuse reporting, bloodborne pathogens, etc. All staff will be trained by October 31 of each year.

M. School Year; School Day; Hours of Operation

VIBES shall operate an instructional program in accordance with Section 4.B of this contract, unless otherwise stated in this contract. The school calendar shall be similar but may vary from the District's school calendar. VIBES will meet or exceed all instructional hour requirements in OAR 581-022-1620. VIBES will determine and publish its school calendar annually, and will provide a copy to the District and the public no later than ten (10)

business days after the Medford School District calendar has been approved.

N. Alternative Education Model

Subject to applicable state law, federal law, and the terms of this contract, VIBES shall be allowed to promote and implement learning situations that are flexible with regard to environment, time, structure and pedagogy.

5. Evaluation of Student Performance and Procedures for Corrective Action

A. VIBES shall pursue and make reasonable progress toward achievement of the goals, objectives and student performance standards consistent with those set forth in this section, provided that such goals, objectives and student performance standards shall at all times remain in compliance with Oregon law and the provisions of this contract. VIBES shall summarize its progress toward meeting these academic goals in the annual report to the District.

B. VIBES will assure that VIBES will produce similar results in core subjects of students meeting or exceeding state and District academic performance standards for their like age group schools (AYP, NCLB requirements, Oregon State grade-level benchmark assessments, Graduation rates) and that all VIBES students will participate in the standard District-wide assessments per Oregon assessment procedures.

C. For purposes of Section 5, paragraph B of this contract, the following student subgroups shall be utilized when comparing student assessment scores:

- (i) racial/ethnicity
- (ii) students with disabilities
- (iii) limited English proficient (LEP)
- (iv) economically disadvantaged
- (v) grade level

For purposes of this contract, student assessment scores shall be compared by student subgroup when there are a statistically significant number of students in the subgroup. The term "statistically significant" shall mean six (6) or more students.

D. During the 2013-14 school year, VIBES shall gather baseline data. After the first year, VIBES will provide a School Improvement Plan (SIP) subject

to District timelines and guidelines. The SIP shall include baseline data, improvement goals, an action plan and an evaluation of the school's progress toward meeting its goals. If the percentage of VIBES students meeting or exceeding the standards on the state assessment tests at any grade level is not at or above the percentage of the District's students who meet or exceed the standards at that grade level for any year, VIBES shall revise, subject to the District's approval, the SIP, describing the actions that VIBES will undertake to improve student achievement. The SIP will be updated annually and reviewed as a part of the District's annual review of VIBES.

- E. If, following any revisions under Section 5.D, above, VIBES's student assessment scores by subgroup and grade level are not at or above the District's assessment scores by subgroup and grade level for a second consecutive year, then the District may take action to terminate this contract under Section 8, paragraph I of this contract.
- F. If VIBES fails to follow any of the actions stated in any of the SIP as stated above the District shall issue a written notice to VIBES that it must comply with the terms of the SIP immediately. If, after fifteen (15) business days, VIBES is not in compliance with the SIP, the District may begin the process of terminating VIBES's operation as a public charter school under Section 8, paragraph I of this contract.
- G. VIBES may request the District's average score for its students that have taken the statewide assessment within ten (10) business days of the District receiving those scores.
- H. VIBES will pursue Adequate Yearly Progress (AYP) as established by the State of Oregon under the Federal No Child Left Behind Act (NCLB) of 2002, or any subsequent amendments to this act, and as measured by participation rates and scores on the Oregon Statewide Assessments, attendance and any other criteria used by the state to determine student performance levels for all public schools. VIBES will be subject to applicable federal and state sanctions for any failure to make AYP.

6. Economic Plan, Budget and Annual Audit

A. Funding

- (i) Except as provided in Section 6.A.(ii) of this contract, the District shall provide funding to VIBES an amount per weighted average daily membership (ADMw) of VIBES 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 VIBES students in grades first through eighth. Funding shall be determined based on monthly

ADMw reports provided to the District by VIBES, with an annual reconciliation after the District receives the final ADMw report from the Oregon Department of Education. So long as VIBES is not in violation of ORS Chapter 338, this funding will be made available to VIBES, commencing on the date set forth and according to the distribution schedule set forth in Section 6, paragraph C, subparagraph (vi) below. The District will adjust the funding to reflect the actual funded pupil count as of October 1 of each year. In addition, to the extent the District experiences any reduction or increase in its state funding, proportionate reductions or increases will be made to VIBES by adjustment or setoff 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 the Department of Education periodically provides to school districts.

- (ii) Pursuant to ORS 338.165, if a student is enrolled in VIBES and is eligible for special education and related services, an additional amount shall be added to the ADM of VIBES as described in ORS 327.013(1)(c)(A)(i). The payment per ADMw in VIBES that is attributable to the student who is eligible for special education and related services shall equal an amount that is at least equal to 40% of the amount of the General Purpose Grant per ADMw for the District, as calculated under ORS 327.013, for students who are enrolled in first through eighth grade.
- (iii) The District shall provide funding to VIBES consistent with the requirements of ORS 338.157.
- (iv) Any financial commitment on the part of the District contained in this contract is subject to appropriation by the State of Oregon and the parties agree that the District has no obligation to fund VIBES operations except as expressly provided herein or in ORS Chapter 338.

B. Budget

- (i) On or before July 15 of the first year of this contract, VIBES shall submit to the District VIBES's actual current enrollment and projected enrollment and proposed budget for the 2013-14 school year. By April 15 of each year thereafter, VIBES shall submit to the District VIBES's projected enrollment and proposed budget for the upcoming school year.
- (ii) On or before July 1 of each year, VIBES shall submit to the District VIBES adopted budget for the upcoming school year.

- (iii) VIBES shall be responsible for all costs of subcontracting for goods and services, except as expressly provided in this contract.
- (iv) The fiscal year of VIBES shall begin on July 1 of each year and end on June 30 of the subsequent to coincide with the District's fiscal year.

C. Financial Records, Audits and Accounting Reports

At all times, VIBES shall maintain appropriate governance and managerial procedures and financial controls including, but without limitation, (a) accounting and financial record keeping procedures which reflect Generally Accepted Accounting Principles (GAAP); (b) procedures for cash management, investment practices and financial reporting; (c) balance sheets reflecting assets, expenditures and liabilities; (d) segregation of duties for individuals performing cash management and investment practices; and (e) processes reflecting annual review of such systems by both VIBES and the District. VIBES's accounting methods shall be compatible with the budget and accounting system of the District, and shall comply in all instances with applicable governmental accounting requirements that explicitly apply to charter schools. In addition:

- (i) VIBES agrees to establish, maintain and retain appropriate financial records in accordance with applicable state and federal laws and to make such records available to the District. Within 60 days of the end of each month VIBES shall submit to the District monthly income and expense reports, as well as a monthly balance sheet showing liabilities and assets. Upon request VIBES will provide an Aged Accounts Payable statement showing any accounts that are 30, 60, 90 or 90+ days past due within 10 days of the District's request to do so.
- (ii) VIBES shall have an annual audit of its accounts in accordance with Municipal Financial Audit Law, ORS 297.405 to 297.555 and 297.998. VIBES shall submit this audit, along with copies of letters from VIBES' auditor to the VIBES board of directors, to the District by October 15 of each year. In addition, VIBES shall provide a copy of the audit report to Oregon Department of Education and the State Board of Education.
- (iii) VIBES shall provide to the District, prior to July 1, 2013, its IRS Form 1023, Application For Tax-Exempt Status, and shall notify the District when such tax-exempt status has been obtained and of any further requests for information that may be received from the IRS in connection with such application. Upon receiving tax-exempt status,

VIBES shall provide to the District VIBES's Internal Revenue Service Form 990 by November 15 of each year.

- (iv) VIBES shall operate in accordance with generally-accepted accounting procedures (GAAP) or other generally-accepted standards of fiscal management, provided that VIBES's accounting methods shall comply in all instances with applicable governmental accounting requirements.
 - (v) VIBES shall maintain up-to-date enrollment using the District SIS.
 - (vi) The District shall distribute to VIBES funds as determined in Section 6, paragraph A of this contract, in the following amounts on or before the following dates for each school year:
 - July 25 - 16.66 percent
 - August 25 - 8.33 percent
 - September 25 - 8.33 percent
 - October 25 - 8.33 percent
 - November 25 - 8.33 percent
 - December 25 - 8.33 percent
 - January 25 - 8.33 percent
 - February 25 - 8.33 percent
 - March 25 - 8.33 percent
 - April 25 - 8.33 percent
 - May 25 - balance
- (a) An annual reconciliation adjustment per ODE final ADMw calculation will occur after the District receives the report.

The parties mutually agree that the above payment schedule is intended to follow the disbursement schedule of State School Fund payments to the District under ORS 327.095. The parties further agree that should the disbursement schedule of the State School Fund be modified during the term of this contract, the disbursement schedule of payments from the District to VIBES shall be modified to

reflect such changes. The District shall still be required to transfer the payment due VIBES under this contract within ten (10) days of the receipt of such payment from the State School Fund.

- (vii) In the event that this contract is revoked, terminated or not renewed by the District, VIBES shall refund to the District all unspent public funds that were given to VIBES by the District other than the amount sufficient to cover all accrued, but unpaid expenses.
- (viii) The parties acknowledge that under ORS 338.155(9)(b) VIBES is entitled to other state sources of funds, such as grants from the Oregon Department of Education that are available to school districts based solely on the weighted average daily membership (ADMw) of the school district which are not included in this contract and/or which are not part of the state school fund formula. VIBES will only be eligible to receive grant funds from the District if VIBES students were used in grant application calculations and VIBES is providing the services for students qualifying for funding.
- (ix) The parties acknowledge that under ORS 338.155(9)(a) VIBES may apply for any grant that is available to school districts or non-chartered public schools from the Oregon Department of Education.
- (x) VIBES may accept gifts, donations or grants pursuant to ORS Chapter 338, provided that no such gifts, grants or donations may be accepted if contrary to applicable law or the terms of this contract. In the event that VIBES solicits funding from other sources than the District, it shall comply with all applicable state and federal laws regarding reporting of such charitable solicitations. VIBES shall annually report all gifts, donations and grants to the District by recording same in the financial records described in Section 6, paragraph C above.

D. Notwithstanding Section 6, paragraph A and Section 6, paragraph C, subparagraph (vi) of this contract, if VIBES has not submitted the proposed budget, the adopted budget, the annual audit or any other financial information the District requests by the date VIBES is to provide the information to the District, the District shall withhold any and all State School Fund payments to VIBES until the information is received by the District.

7. Building and Facilities

A. VIBES will be located at a school facility within the District boundaries. Currently, VIBES's proposed facility is located at 821 N. Riverside Avenue, Medford, Oregon 97501. VIBES shall take the necessary steps to obtain and maintain in full force and effect throughout the term of this contract the

appropriate and necessary occupancy permits and any other health and safety permits and approvals for the operation of a charter school at the facility. Certification of such permits and approvals shall be submitted to the District prior to July 1, 2013 and thereafter by September 1 of each year.

- B. VIBES may change its physical location or obtain additional facilities within the District boundaries provided that VIBES fulfills the obligations and provides the information set forth in this section with respect to such new or additional facilities and provided further that VIBES notifies the District of the proposed change in location or addition of facilities not less than thirty (30) calendar days prior to taking any final action in connection therewith.

8. Governance and Operation

VIBES shall govern and operate the charter school as set forth in its application to the extent permissible under federal and state law and subject to all conditions of this contract.

A. Corporate Status

- (i) As of July 1, 2013, VIBES shall be registered as an Oregon nonprofit corporation and shall maintain in good standing with the Oregon Corporation Division as a nonprofit corporation for the term of this contract. In addition, by July 1, 2013 VIBES shall have applied with the IRS for status as an organization exempt from taxation under Section 501(c)(3) of the Internal Revenue Code and, upon obtaining such tax-exempt status, shall maintain that status for the term of this contract. VIBES shall not make any changes to its Articles of Incorporation or bylaws which would or could result in a fundamental change to the educational program or curriculum described in Section 4 of this contract without the prior written approval of the District. Within thirty (30) days after making any changes to its Articles of Incorporation or bylaws, VIBES shall notify the District of any changes VIBES makes to such documents. A current copy of the Articles of Incorporation and Bylaws, as amended, shall be provided to the District prior to July 1, 2013, and revised copies will be provided to the District each time any amendments are made. VIBES shall also provide to the District prior to July 1, 2013 a current organizational chart and revised copies will be provided to the District each time any revisions are made.

B. Non-religious, Non-sectarian Status

VIBES agrees that it shall operate in all respects as a non-sectarian, non-religious public charter school. VIBES shall not be affiliated with any non-

public sectarian school or religious organization.

C. Non-discrimination

VIBES shall comply with all federal and state laws regarding non-discrimination, including without limitation, statutory and constitutional provisions prohibiting discrimination on the basis of disability, age, race, creed, color, sex, national origin, religion, ancestry, marital status, political beliefs and/or affiliations, or sexual orientation.

D. Public Meeting and Public Records

VIBES and its Board of Directors are subject to the provisions of Oregon Public Meetings Law, ORS 192.610 to 192.690 and Oregon Public Records Law, ORS 192.410 to 192.505.

VIBES shall submit their School Board minutes to the district within two (2) weeks after each meeting.

E. Operational Powers

Subject to the conditions and provisions of this contract, VIBES through its Board of Directors shall be fiscally responsible for its own operations within limitations of any funding provided by the District and other revenues derived by VIBES consistent with law.

- (i) VIBES shall have the authority to exercise independently, also consistent with federal and state law, all powers granted to nonprofit corporations and charter schools so long as such powers are not inconsistent with the terms of this contract, including without limitations the following powers (and including such other powers as provided for elsewhere in this contract): making all personnel decisions, including hiring, firing and discipline of all teachers, supervisors, and staff; contract for goods and services necessary for the operation of VIBES; prepare a budget; procure insurance and necessary bonds; lease facilities for school purposes; purchase, lease or rent furniture, equipment and supplies; retain fees collected from students in accordance with law; organize and carry out fund-raising efforts; and accept and expend gifts, donations or grants of any kind in accordance with such conditions prescribed by the donors as are consistent with law and not contrary to any of the terms of this contract.
- (ii) Notwithstanding the above, unless purchased through the District, contractual services and purchases of supplies, materials and equipment purchased with public funds in excess of \$5,000.00 shall

be procured through a system of competitive bidding as required by state and federal law.

F. Third Party Contracts

Except as may otherwise be prohibited by the terms of this contract or Oregon law, VIBES may contract with third parties to provide personnel and services necessary for or incidental to the operation of VIBES, including but not limited to the recruiting, hiring, and compensation of any such personnel, so long as:

- (i) VIBES's governing board does not control the operations of the third party;
- (ii) VIBES at all times maintains a right of control and final decision making authority over those decisions that involve the governmental function of providing a public education, including but not limited to the authority to develop and modify its curriculum, to ensure that instruction is consistent with the approved curriculum, to make decisions affecting its students' access to education, including but not limited to disciplinary decisions, and to make decisions regarding the hiring, firing and discipline of all teachers, supervisors and staff providing services to VIBES;
- (iii) VIBES at all times maintains and provides procedural safeguards to affected members of the public in relation to those aspects of VIBES's operations that constitute the governmental function of providing a public education, including but not limited to procedures to allow persons to seek redress from VIBES as a result of the contractor's actions;
- (iv) Any third party personnel providing services to VIBES under this Section 8.F shall be subject to, and VIBES and such third party personnel shall comply with, all provisions of Sections 9.A, 9.B and 10.B of this contract to the same extent as if such personnel were VIBES employees; and
- (v) As provided in Section 10.E of this contract, VIBES agrees to defend, indemnify and hold the District free and harmless from any and all claims and/or liability of any kind or nature arising out of any such third party contracts entered into by VIBES.

G. Annual Report and Review

- (i) By January 1 of each year, VIBES shall prepare and submit to the District and the State Board of Education an annual report which will

include, without limitation, the following:

- (a) Information on the performance of the school overall, including summary enrollment levels, attendance rates, student conduct and discipline data, an analysis of the students' progress toward meeting academic goals and objectives, summary data on the accomplishment of the school's educational program and operational goals, an outline of goals for the upcoming year along with an action plan to achieve those goals and evaluation plan to measure attainment of those goals;
- (b) The audit and financial statements required under Section 6 paragraph C of this contract, including proof of insurance;
- (c) Policy development issues;
- (d) Student discipline information; and
- (e) Any other information the District reasonably deems necessary to demonstrate that VIBES is in compliance with state and federal law and the terms of this contract.

- (ii) District board and staff members may visit the VIBES charter site at any time during operating hours. Pursuant to state law (currently ORS 338.095), the District or its designee will, at least annually, visit the VIBES site and review VIBES' compliance with the terms and provisions of this charter. The District will provide not less than five working days' prior notice of the annual site review

H. Term

- (i) VIBES's charter and this contract become effective on July 1, 2013, assuming all conditions precedent enumerated in Section 2 of this contract have been met, and will last for a period of three (3) school years until June 30, 2016, subject to the provisions of Section 8.1, below.

I. Termination

- (i) To the extent allowed by ORS Chapter 338 the District may revoke the charter and terminate this contract on any of the following grounds:
 - (a) Violation of or failure to meet and sustain any terms of this contract or ORS Chapter 338.

- (b) Failure to meet the requirements for student performance stated in Section 5 of this contract.
 - (c) Failure to correct any violation of a federal or state law that is described in ORS 338.115.
 - (d) Failure to maintain insurance as described in Section 10 of this contract.
 - (e) Failure to maintain financial stability.
 - (f) Failure to maintain, for two or more consecutive years, a sound financial management system.
- (ii) The District shall provide sixty (60) days prior written notice of its intent to terminate the charter agreement. VIBES may appeal the District's decision to terminate the charter agreement directly to the District's Board and request a hearing prior to the expiration of the 60-day notice period. VIBES may respond to the allegations in the District's written notification by offering documentary evidence and oral argument. The District bears the burden of proving the allegations in the written notification by a preponderance of the evidence. VIBES has the burden of proof for any affirmative defense to the allegations by a preponderance of the evidence. The District Board's decision may only be appealed to the State Board of Education according to ORS 338.105. Until the effective date of termination of this contract, as determined by the District, the District shall continue to make the funding payments under Section 6 of this contract to VIBES.
 - (iii) VIBES shall only terminate this charter at the end of a semester. VIBES shall notify the District in writing at least one hundred eighty (180) calendar days prior to the proposed effective date of termination, dissolution or closure of VIBES.
 - (iv) Notwithstanding anything to the contrary in Sections 8.I(i)-(iii), above, the District may terminate the charter immediately and close the school if VIBES is endangering the health or safety of the students enrolled at VIBES.
 - (v) In the event of termination of VIBES as a public charter school, all assets purchased with public funds given to VIBES by the District in accordance with this contract shall be given to the State Board of Education in accordance with ORS 338.105(6). VIBES shall prepare a list of assets that VIBES held prior to becoming a public charter school. That list is hereby incorporated into this agreement as Exhibit

C. VIBES is entitled to any asset that appears on Exhibit C that was purchased with non-public funds, or was purchased with public funds if less than \$200.00 of public funds were expended on the asset, at the time VIBES ceases to operate as a public charter school, and to any other asset that VIBES has acquired through the expenditure of non-public funds as described in Section 8, paragraph K of this contract.

- (vi) As provided in ORS 338.105(6), upon termination of this contract for any reason or upon the dissolution of VIBES, all student education records of VIBES shall be delivered to the administrative office of the District.

J. Dissolution

In the event VIBES should cease operations as a public charter school for whatever reasons, including but not limited to, the non-renewal or revocation of its charter, or dissolution of the nonprofit corporation, it is agreed that VIBES's legal authority to operate as a private or non-chartered public school shall not be abridged. However the assets of VIBES that were purchased with public funds given to VIBES by the District under this contract, or by any other public entity, shall be distributed in the same manner as described in Section 8, paragraph K of this contract

K. Property Inventory Control

- (i) VIBES shall maintain records of purchase orders for all assets over \$200.00. These records shall indicate whether the assets were purchased with public funds, or non-public funds. VIBES shall provide the District with a copy of this purchase order record no later than July 15 of each year that VIBES operates as a public charter school in the District. For purposes of this section public funds shall include any and all funds distributed to VIBES:
 - (a) By the District, pursuant to ORS 338.155 and ORS 338.165;
 - (b) By the Oregon Department of Education, including any and all federal grants for which VIBES may apply and;
 - (c) By any agency, division or branch of the United States Government, or any entity created by an agency, division or branch of the United States Government.
- (ii) Any asset which was purchased by VIBES with public funds in excess of \$200.00 shall be given to the State Board of Education

upon termination pursuant to ORS 338.105(6). VIBES may retain any asset which was purchased with non-public funds upon termination. If VIBES does not maintain records of purchase orders for all assets, or cannot provide records showing that an asset was purchased with non-public funds, then it shall be assumed that the asset was purchased with public funds, and upon termination the asset in question shall be given to the State Board of Education pursuant to ORS 338.105(6).

- (iii) The parties acknowledge that assets costing less than \$200.00 may have little value at the time of any termination of this contract. Therefore, VIBES will not be held responsible for identifying assets costing less than \$200.00 and purchased with public funds, but the District does not waive any rights that the State Board of Education may have to enforce ORS 338.105(6).

9. Employment Matters

VIBES shall be the employer of all employees of VIBES. Employees of VIBES shall not be considered, for any purpose, employees of the District. Employees of VIBES shall not be entitled to, or be covered by, any collective bargaining agreement that the District has entered into with any of its respective employees or their exclusive representative for purposes of collective bargaining.

A. Criminal Background checks, Sexual Misconduct Clearance, and Pre-employment Drug Screen.

- (i) VIBES shall comply with ORS 181.539, 326.603, 326.607, 339.370, and 342.232 relating to criminal records checks. VIBES shall not knowingly employ an individual for whom a criminal background investigation has not been initiated or who has been convicted of an offense that would preclude that individual from working in a public school in Oregon.
- (ii) VIBES shall comply with ORS 339.374 relating to sexual misconduct clearance.
- (iii) VIBES shall not employ an individual who has not successfully completed a pre-employment drug screen.
- (iv) No later than ten (10) business days prior to the start of each school each year, VIBES shall provide to the District a list containing the following employee information:
 - 1. Employee names and job positions
 - 2. Proof of valid Oregon teaching license/Charter School

Registry with an endorsement appropriate to their position.

3. Date of criminal background investigation results.
4. Date of drug screen results
5. Date of sexual misconduct mailing and receipt of information.
6. Evidence of Highly Qualified status

B. Teacher and Administrator Licensure/Registration Requirements.

- (i) Pursuant to ORS 338.135(7), at least one-half of the total full-time equivalent (FTE) teaching and administrative staff at VIBES shall be licensed by TSPC pursuant to ORS 342.135, 342.136, 342.138 or 342.140. Any teaching or administrative staff not licensed by the Oregon Teacher Standards and Practices Commission (TSPC) will register with TSPC in accordance with ORS 338.135(7)(a)-(c) and OAR 584-023-0005 prior to beginning work.
- (ii) All individuals employed by VIBES who are licensed or registered with TSPC shall also comply with OAR 548-100-0091 or 584-100-0096, whichever is applicable.
- (iii) All licensed and registered elementary and secondary teachers must hold a bachelor's degree and must meet the highly qualified teacher definition. Each educator must demonstrate subject matter competency by passing the appropriate, rigorous, state test(s) or meet the HOUSSE provisions of OAR 584-100-0016 and OAR 584-100-0038.
- (iv) No VIBES licensed and administrative staff may serve students until the verification of their highly qualified status has been submitted to the District and approved.

C. VIBES Responsibilities

- (i) VIBES shall have a licensed/negotiated building level administrator or his/her designee on-site.
- (ii) The administrator for VIBES shall not be assigned to multiple charter schools, but shall be the administrator solely for VIBES.
- (iii) VIBES will make final decisions regarding hiring (other than for services contracted with District for, such as ELL/SPED), compensation, evaluation, promotion, discipline, and termination of employees working at VIBES. VIBES will be responsible for the

supervision and evaluation of the teaching staff within VIBES. These services may be a contracted service.

- (iv) Employees shall be paid through the payroll department of VIBES.
- (v) Employees of VIBES will receive benefits in compliance with their respective agreements.
- (vi) VIBES shall comply with all applicable federal and state laws concerning employee welfare, safety, and health issues.
- (vii) VIBES shall be responsible for establishing and maintaining personnel records for employees working at VIBES in compliance with all applicable federal and state laws concerning the maintenance, retention and disclosure of employee records.
- (viii) VIBES shall ensure that its own employees comply with all applicable federal and state law relating to employee conduct as stated in the staff Handbook. VIBES board of directors reserves the right to establish additional standards for conduct as they see fit.
- (ix) Professional development will be at the discretion of VIBES.

10. Insurance and Legal Liabilities

A. Insurance

- (i) VIBES shall, at its own expense, secure, retain, and provide proof of insurance consistent with the amounts set forth in Medford School District policy LBE and LBE-AR as of the time this contract is executed, or as may be revised during the term of this contract: commercial and general liability insurance; errors and omissions insurance; directors' and officers' liability insurance; automobile liability insurance; workers' compensation insurance; and property insurance.
- (ii) No later than August of each year, and at any time thereafter upon request of the District, VIBES shall provide the District with certificates of insurance or other satisfactory proof evidencing coverage in the types and amounts set forth herein. All such insurance policies shall contain a provision requiring notice to the District, at least 30 days in advance, of any material change, non-renewal or termination to the attention of the Superintendent of the District.

B. Legal Liabilities

- (i) Pursuant to ORS 338.115, in addition to any statute or rule that is listed in this charter, the following federal and state laws apply to VIBES and shall be observed by VIBES where applicable:
 - (a) Federal law.
 - (b) ORS 192.410 to 192.505 (Public Records Law).
 - (c) ORS 192.610 to 192.690 (Public Meetings Law).
 - (d) ORS 297.405 to 297.555 and 297.990 (Municipal Financial Audit Law).
 - (e) ORS 326.565, 326.575, and 326.580 (student records).
 - (f) ORS 181.534, 326.603, 326.607, 342.223 and 342.232 (criminal records checks).
 - (g) ORS 337.150 (textbooks).
 - (h) ORS 339.141, 339.147 and 339.155 (tuition and fees)
 - (i) ORS 659.850, 659.855 and 659.860 (discrimination).
 - (j) ORS 30.260 to 30.300 (tort claims).
 - (k) Health and safety statutes and rules.
 - (l) The statewide assessment system developed by the Oregon Department of Education under ORS 329.485.
 - (m) ORS 329.045 (academic content areas).
 - (n) Any statute or rule that establishes requirements for instructional time provided by a school each day or during a year.
 - (o) ORS 339.250 (12) (prohibition on infliction of corporal punishment).
 - (p) ORS 339.326 (notice concerning students subject to to juvenile court petitions).
 - (q) ORS 339.119 (consideration for educational services).
 - (r) ORS Chapter 338.

- (s) ORS Chapter 657 (Employment Department Law).
 - (t) Any administrative rule adopted by the Oregon state Board of Education or the Oregon Teacher Standards and Practices Commission (TSPC) regarding public charter schools.
 - (u) ORS 339.370, 339.372, 339.388 and 339.400 (reporting of child abuse and training on prevention and identification of child abuse).
- (ii) VIBES shall furnish to the District copies of any written policies or procedures it may develop with respect to any matter relating to its operation and educational program upon adoption of such policy by VIBES's governing board. VIBES will provide the district with the most recent policy editions by June 30, 2013.

C. Waiver

VIBES may apply to the State Board of Education for a waiver consistent with ORS 338.025. VIBES shall notify the District in writing at least thirty (30) days prior to requesting a waiver and invite district comment on the waiver request. The written notification shall state the waiver being sought, the reasons for the waiver and how the waiver will enhance the educational program at VIBES.

D. Full Faith and Credit

VIBES agrees that it shall not extend the full faith and credit of the District to any third person or entity. VIBES acknowledges and agrees that it has no authority to enter into a contract that would bind the District. VIBES's governing Board has the authority to approve contracts to which VIBES is a party, subject to the requirements and limitations of the Oregon Constitution, state law and provisions of this contract.

E. Indemnification

- (i) To the extent not covered by insurance or otherwise barred by the Oregon Tort Claims Act in ORS Chapter 30, VIBES agrees to defend, indemnify and hold the District, its Board, agents and employees harmless from any and 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 VIBES of property of VIBES or its landlord, its faculty, employees, students, patrons, guests or agents; (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 VIBES. This indemnification shall not apply to any liability, claims, or demands resulting solely from the wrongful act or omission of any District Board member, officer or employee. This indemnification shall also not apply to any damages incurred regarding any act or omission of VIBES or VIBES's Board that is later deemed to be required by law or this contract. VIBES agrees to indemnify, hold harmless and defend the District from all contract claims in which VIBES 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.

- (ii) To the extent not covered by insurance or otherwise barred by the Oregon Tort Claims Act in ORS Chapter 30, the District agrees to defend, indemnify and hold VIBES, its Board, agents and employees harmless from all liability, claims, or demands on account of injury, loss or damage, including, without limitation, claims arising from 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 administration of this contract or are in any manner connected with the District's operation. This indemnification shall not apply to any liability, claims, or demands resulting from the negligence or wrongful act or omission of any VIBES Board member, officer or employee. This indemnification shall not apply to any liability, claims, or demands resulting from the negligence or wrongful act of any District employee working at VIBES whose negligent or wrongful act or omission is caused in whole or in part, or directed by VIBES. This indemnification shall not apply to any damages incurred regarding any act or omission of the District or District Board that is later determined to be required by law or this contract. 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.
- (iii) This indemnification, defense and hold harmless obligation on behalf of VIBES and the District shall survive the termination of this contract. Any indemnified party shall have the right, at its own expense, to participate in the defense of any suit, without relieving the indemnifying party of any of its obligations hereunder.

F. District Disclaimer of Liability

The parties to this contract expressly acknowledge that VIBES is not operating as an agent, or under the direction and control, of the District Board except as required by law or this contract, and that the District Board assumes no liability for any loss or injury resulting from

- (i) the acts or omissions of VIBES, its governing Board, trustees, agents or employees;
- (ii) the use and occupancy of any building occupied by VIBES or any matter in connection with the condition of such building; or
- (iii) any debt or contractual obligation incurred by VIBES.

G. ADA/§504 Obligations

VIBES acknowledges that it is legally responsible to comply with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and ORS Chapter 659 with respect to its students, staff and patrons. VIBES shall indemnify and hold harmless the District from all claims under these statutes.

H. Transportation

In accordance with ORS 338.145, VIBES shall be responsible for providing transportation to students who reside within the school district and who attend VIBES.

VIBES students may obtain transportation through the student's parent/guardian, public transportation or existing public school bus lines. The District shall not be obligated to alter existing bus routes or add bus routes for purposes of providing transportation to VIBES's students. Subject to availability of space, a District bus may stop at VIBES's facility to drop-off and pick-up VIBES students, if VIBES's facility is on a designated District bus route. The District will provide transportation to VIBES students along existing public school bus lines within the District, if space is available.

11. Renewal of Contract

As provided in ORS 338.065, any renewal of this contract shall follow the process set forth in this section.

- A. No earlier than 210 days prior to the expiration of the term of this charter, and no later than 180 days before the expiration of the term of this charter, VIBES may request, in writing, that this contract be renewed. VIBES's written request shall indicate which terms, if any, VIBES would propose to change from the current contract. VIBES shall also state why it believes the current terms need to be changed in a new contract.
- B. Within fifteen (15) days of receiving the written request from VIBES, the District shall indicate in writing what additional information, if any, it will

need to make its decision to renew the contract. The District shall also indicate whether the proposed changes suggested by VIBES are acceptable to the District.

- C. Within fifteen (15) days of receiving the District request for additional information VIBES shall provide the requested additional information to the District.
- D. Within 45 days after receiving a written renewal request from VIBES, the District shall hold a public hearing regarding the request for renewal.
- E. Within 10 days after the public hearing, the District shall notify VIBES of the District's intent about the renewal of the charter.
- F. Within twenty (20) days after the public hearing, the District shall approve the renewal of the charter or state in writing the reasons for denying the renewal of the charter. The District will base the charter renewal decision on a good faith evaluation of whether VIBES is: (a) in compliance with ORS Chapter 338 and all other applicable state and federal laws; (b) in compliance with the terms of this contract; (c) meeting or working toward meeting the student performance goals and agreements specified in Section 4 of this contract and in any of the attachments incorporated herein; (d) fiscally stable and has used a sound financial management system, as well as an absence of audit findings of material misstatements in the audit report; and (e) otherwise in compliance with any renewal criteria set forth herein. The District shall base its renewal evaluation primarily on a review of VIBES' annual performance reports, annual audit of accounts and annual site visit and review, as well as any other information mutually agreed upon by the boards of VIBES and the District.
- G. If the District determines that it will renew the contract, the two parties shall meet and negotiate a contract. It shall be the goal of the two parties to complete negotiation of the contract within ninety (90) days of the date the District provides notice to VIBES that it will renew the contract. If it is not practically possible to complete the negotiation within ninety (90) days, the parties shall work in good faith, with all due diligence, to complete negotiation of the contract as quickly as possible.
- H. The District may make the renewal of this contract conditional upon the following factor(s):
 - (i) VIBES remaining in compliance with all provisions of this contract for the remainder of the school year;
 - (ii) VIBES remaining in compliance with all federal law governing public charter schools for the remainder of the school year;

- (i) VIBES remaining in compliance with all state law governing public charter schools for the remainder of the school year
- I. If the District determines that it will not renew the contract, then VIBES's board may address the reasons stated by the District and any remedial measures suggested by the District and submit a revised request for contract renewal to the District. A revised request must be submitted within fifteen (15) days of the notice of contract non-renewal. The District will then reconsider the renewal request and notify VIBES of its decision within fifteen (15) days of receiving the revised request.
- J. If the District determines that it will not renew the contract, then VIBES shall cease to be a charter school sponsored by the District on June 30, 2016; however, VIBES shall retain its right to challenge and appeal the District's nonrenewal in accordance with ORS 338.065(6).
- K. Pursuant to ORS 338.065(5)(h), upon mutual consent at any time during the renewal process, the District and VIBES may agree to a renewal process timeline other than that outlined in this Section 11.

12. Miscellaneous Provisions

A. Entire Agreement

This contract, including the Exhibits and other documents incorporated by reference herein, contains all terms, conditions and provisions hereof and the entire understanding and all representations of understandings and discussions of the parties relating thereto, and all prior representations, understandings and discussions are merged herein and superseded and canceled by this contract.

B. Governing Law

This contract shall be governed by, subject to, and construed under the laws of the State of Oregon without regard to its conflict of law provisions. The parties intend that where this contract references federal or state law, if the law changes or new laws, rules, regulations or statutes are enacted that may affect any of the terms of this contract, the parties shall review the affected terms of this contract and conform it accordingly.

C. Assignment

VIBES shall not, under any circumstances, assign, delegate, or contract with any entity to provide the educational program described in this contract. It is expressly understood that the charter granted by this contract

to operate the educational program runs solely and exclusively to VIBES.

D. Terms and Conditions of Application

The parties to this contract agree that the application for a charter submitted by VIBES, the terms of which are incorporated by reference except as amended by any specific terms of this contract, sets forth the overall goals, standards and general operational policies of VIBES but that the application is not a complete statement of every detail of VIBES's operation. To the extent that VIBES desires to implement specific policies, procedures or other specific terms of operation that supplement or otherwise depart from those in the application, VIBES shall be permitted to do so provided that any such policies, procedures and terms of operation are consistent with the goals, standards and general operational policies set forth in this contract and in ORS Chapter 338.

E. Conflict between Application and Contract

The parties agree and acknowledge that should there be a conflict between any provision of this contract and the application submitted to the District by VIBES, the contract provision(s) shall supersede any provision contained in the application.

F. District Liaison

The District shall designate, for purposes of this contract, the District Superintendent, or his/her designee, as the official District liaison between the District and VIBES.

G. Amendment

This contract may be modified or amended only by written agreement between VIBES and the District. The parties agree to modify or amend this contract in order to conform to any new and/or changed laws applicable to charter schools.

H. Notice

Any notice required, or permitted, under this contract, shall be in writing and shall be effective upon personal delivery (subject to verification of service or acknowledgment of receipt) or three (3) business days after mailing when sent by certified mail, postage prepaid, to the party indicated in Section 12 J of this document.

I. Definition of Business Day

For purpose of this contract, "business day" means a day in which the District administrative offices are open. "Business day" does not include Saturdays, Sundays, official state holidays listed in ORS 336.010, federal holidays, any day(s) in which the administrative office is closed due to inclement weather or any day that the District administrative office is closed due to action taken by, or ordered to be closed by, the District Board of Directors or their designee, any instrumentality of the City of Medford, any instrumentality of Jackson County, the State of Oregon or federal government.

J. Address of Parties for Purpose of Written Notice

The following addresses are the addresses to be used when sending a written notice required by law or this contract:

Medford School District:
Attn. Superintendent Phil Long
815 S. Oakdale
Medford, Oregon 97501

VIBES:
Attn: President
821 N. Riverside Avenue
Medford, Oregon 97501

Should these addresses change, the parties agree to notify the other party within ten (10) calendar days of the address changing.

K. No Waiver

The parties agree that no assent, expressed 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 to be taken to constitute a waiver of any succeeding or other breach.

L. Dispute Resolution

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the District, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

The District and VIBES agree to work together to accomplish all tasks necessary to fully implement this charter, including the submission of any necessary and duly-prepared waiver requests to the State Board of Education.

Dispute Resolution Process: The staff, the Governing Board of VIBES, and the District School Board agree to attempt to resolve all disputes regarding this Charter or other issues which may arise regarding VIBES pursuant to the terms of this section in a timely, good-faith fashion. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute process.

In the event that VIBES and the District have disputes regarding the terms of this charter or any other issue regarding the relationship between VIBES and the District, both parties agree to first frame the issue in written form and provide it to the other party as indicated in 12 J of this document. The Chairman of the Governing Board of VIBES and the Superintendent of the District agree to meet informally and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, both parties agree to jointly identify a neutral, third party mediator. The format of the mediation session shall be developed jointly by the superintendent and the chair and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator shall be non-binding, unless the governing boards of VIBES and the District jointly agree to bind themselves. VIBES may appeal to the State Board of Education concerning those matters within its jurisdiction under ORS Chapter 338.

Disputes arising from within VIBES, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations and the Governing Board of VIBES, shall be resolved pursuant to policies and processes developed by VIBES.

The District shall not intervene in any such internal disputes without the consent of the Board of Directors of VIBES and shall refer any complaints or reports regarding such disputes to the VIBES Board for resolution. The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Governing Board of VIBES has requested the District to intervene in the dispute.

M. Severability

If any provision of this contract is determined to be unenforceable or invalid for any reason, the remainder of this contract shall remain in effect, unless otherwise terminated by one or both of the parties in accordance with the

terms of this contract.

N. Delegation

The parties agree and acknowledge that with regard to this charter agreement between the District and VIBES, the functions and powers of the District Board may be exercised by the District Liaison, provided that any ultimate decision regarding renewal, non-renewal or revocation of this contract be made only by the District Board.

O. Prior Actions

It is expressly agreed and understood that as a condition precedent to this contract becoming effective on the effective date specified above in Section 2, VIBES shall have taken, completed and satisfied on or before the date specified herein, any action or obligation which is required to be completed before such effective date, and failure to do so shall constitute grounds for the District to declare this contract null and void.

P. Attorney Fees

If any suit, action or arbitration is commenced or instituted to interpret or enforce the terms of this contract, to exercise any remedy on account of a default, or otherwise relating to the provisions of this contract, the prevailing party or non-defaulting party shall be entitled to recover from the losing or defaulting party its reasonable attorney fees and costs, in addition to all other sums provided by law, at trials or arbitration. Such sums shall be determined by the court or arbitrator.

Q. Incorporation of Application and Other Exhibits

The Exhibits, if any, which are attached are hereby incorporated by reference as if the same were fully set forth herein.

R. VIBES Authority to Enter Into Contract

VIBES expressly affirms that the signatories on its behalf who sign below have the authority to enter into this contract on behalf of VIBES and that the Board of Directors of VIBES has duly approved this contract. VIBES Board shall provide a copy of its written resolution authorizing VIBES to enter into this contract to the District.

IN WITNESS WHEREOF, the parties have executed this contract effective as of the date first set forth above.

MEDFORD SCHOOL DISTRICT

V.I.B.E.S. PUBLIC CHARTER SCHOOL



Chair,
Medford School District Board of Directors



Chair,
V.I.B.E.S Public Charter School Board of
Directors

Date: 7/27/2013

Date: July 17, 2013

EXHIBITS:

- A --- VIBES Application For Charter
- B --- District Board Resolution
- C --- List of Non-Public Assets

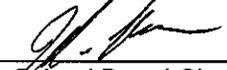
Medford School District 549C
and
VIBES Public Charter School
Contract Amendment for VIBES Public Charter School
July 1, 2013 - June 30, 2016

Medford School District 549C and VIBES Public Charter School hereby agree to the following contract amendment for the contract dated July 1, 2013 - June 30, 2016.

Section 4 Educational Program A. Age and Grade Range

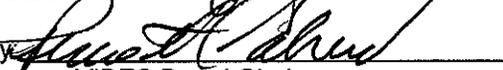
- (i) Beginning in September of the 2013-14 school year, VIBES shall provide instruction to students in grades 1-3. Each grade level will be a maximum of fifty (50) students. In each succeeding year, the next higher grade level cohort will be added until that group reaches grade eight (assuming the charter is renewed following this contract). **Beginning in September of the 14-15 school year, VIBES shall also add a kindergarten cohort.**
- (ii) **VIBES shall only enroll a student in its kindergarten program if the student has reached the age of five (5) on or before September 1 of the year the student is seeking enrollment.** VIBES shall only enroll a student in its first grade program if the student has reached the age of six on or before September 1 of the year the student is seeking enrollment.

JACKSON CO. SCHOOL DISTRICT 549C
Medford School District #549C Board

By: 
School Board Chairperson

Date: 5/20/2014

VIBES PUBLIC CHARTER SCHOOL
VIBES Board of Directors

By: 
VIBES Board Chairperson

Date: May 21, 2014

Other Attachment File(s)

* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

To add more "Other Attachment" attachments, please use the attachment buttons below.

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

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

DEPARTMENT OF THE TREASURY

Date: JUL 15 2003

KIDS UNLIMITED OF OREGON
C/O DAVID ATKIN
NONPROFIT SUPPORT SERVICES
PO BOX 10008
EUGENE, OR 97440-0000

Employer Identification Number:
93-1329922
DLN:
17053107026003
Contact Person:
JOHN J KOESTER ID# 31364
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Foundation Status Classification:
509(a)(1)
Advance Ruling Period Begins:
November 05, 2001
Advance Ruling Period Ends:
December 31, 2005
Addendum Applies:
No

Dear Applicant:

Based on information you supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

Because you are a newly created organization, we are not now making a final determination of your foundation status under section 509(a) of the Code. However, we have determined that you can reasonably expect to be a publicly supported organization described in sections 509(a)(1) and 170(b)(1)(A)(vi).

Accordingly, during an advance ruling period you will be treated as a publicly supported organization, and not as a private foundation. This advance ruling period begins and ends on the dates shown above.

Within 90 days after the end of your advance ruling period, you must send us the information needed to determine whether you have met the requirements of the applicable support test during the advance ruling period. If you establish that you have been a publicly supported organization, we will classify you as a section 509(a)(1) or 509(a)(2) organization as long as you continue to meet the requirements of the applicable support test. If you do not meet the public support requirements during the advance ruling period, we will classify you as a private foundation for future periods. Also, if we classify you as a private foundation, we will treat you as a private foundation from your beginning date for purposes of section 507(d) and 4940.

Grantors and contributors may rely on our determination that you are not a private foundation until 90 days after the end of your advance ruling period. If you send us the required information within the 90 days, grantors and contributors may continue to rely on the advance determination until we make

Letter 1045 (DO/CG)

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**VIBES Charter School
Federal Charter School Grant Budget Year #1
2014 – 2015**

Curriculum	\$35,000
<ul style="list-style-type: none"> • Success For All - Reading <ul style="list-style-type: none"> Kindergarten: \$6,000 Fourth Grade: \$4,000 Fifth Grade: \$5,000 • Success For All – Writing: \$11,000 • Singapore Math: \$9,000 	
Trade Books – Success for All	\$ 9,000
Assessments	\$ 5,000
<ul style="list-style-type: none"> • Success For All • Singapore Math • Strengths and Difficulties – Risk Assessment 	
Instructional Software	\$ 2,000
Classroom Supplies	\$30,000
<ul style="list-style-type: none"> • Art, Science, General Classroom Supplies • Kindergarten Developmentally Appropriate Inter-Active Center Materials 	
Math Manipulatives	\$ 5,000
Classroom Furniture	\$30,000
Office Equipment	\$ 3,000
Professional Development	\$15,000

- Stipends for teachers to develop 38 week scope and sequence of grade level curriculum that integrates all disciplines
- Stipends for teachers to develop Science and Social Studies curriculum scaffolded by grade levels and aligned with Oregon State and Common Core Standards
- Stipends for teachers to learn Oregon’s adopted *Smarter Balance* Assessment

Classroom Technology **\$74,000**

- Electronic White Boards @ \$2,000 x 4 = \$4,000
- Teacher Slates @ \$500 x 7 = \$3,500
- Mobile iPad Recharging Cart @ \$600 x 3 = \$1,800
- Student iPads @ \$700 x 75 = \$52,500
- Document Camera @ \$400 x 4 = \$1,400
- Digital Projector @ \$400 x 4 = \$1,600
- Digital Cameras @ 10.0 Megapixel Resolution @ \$100 x 4 = \$400
- Camcorders @ \$200 x 4 = \$800
- Network Server Upgrade @ \$2,000
- Teacher Laptops @ \$1,000 x 6 = \$6,000

Student Database System **\$ 8,000**

- Success For All “Member Center”
- School Food Service “Procure” software
- SWIS Suite “Student Behavior” software
- DIBELS license with University of Oregon

Travel **\$ 9,000**

- **D.C. grant required travel (3 people) \$ 4,500**

(Grant Project Director, VIBES Principal and Kids Unlimited Business Manager)

Airfare to Washington D.C. @ \$900 x 3 people = \$2,700

Baggage Fee @ \$20/bag x 3 people = \$60

Shuttle Roundtrip @ \$40 x 3 = \$120

Hotel @ \$150 x 2 rooms x 3 nights = \$900

Per Diem @ \$40/day x 4 days x 3 people = \$500

- **Success for All leadership training (3 people) \$ 4,500**

(VIBES School Principal, 1 kindergarten and 1 first grade teacher will attend Year 1)

Airfare to New Orleans @ \$900 x 3 = \$2,700

Baggage Fee @ \$20/bag x 3 people = \$60

Shuttle Roundtrip @ \$40 x 3 = \$120

Hotel @ \$150/night x 2 rooms x 3 nights = \$900

Per Diem @ \$40/day x 4 days x 3 people = \$400

TOTAL FEDERAL GRANT BUDGET YEAR #1: \$225,000

XX

Federal Charter School Grant Budget Year #2

2015 – 2016

Curriculum **\$25,000**

- Success For All - Reading

Sixth Grade: \$6,000	
Seventh Grade: \$6,000	
<ul style="list-style-type: none"> • Success For All – Writing: \$5,000 • Singapore Math: \$8,000 	
Trade Books – Success for All	\$ 9,000
Assessments	\$ 5,000
<ul style="list-style-type: none"> • Success For All • Singapore Math • Strengths and Difficulties – Risk Assessment 	
Instructional Software	\$ 2,000
Integrated Accounting and Development Software (includes training)	\$30,000
Classroom Supplies	\$20,000
<ul style="list-style-type: none"> • Art, Science, General Classroom Supplies 	
Math Manipulatives	\$ 2,000
Classroom Furniture	\$25,000
Office Equipment	\$ 3,000
Professional Development	\$10,000
<ul style="list-style-type: none"> • Stipends for teachers to revise/update 38 week scope and sequence of grade level curriculum that integrates all disciplines • Stipends for teachers to revise/update Science and Social Studies curriculum scaffolded by grade levels and aligned with Oregon State and Common Core Standards • Stipends for teachers to continue learning about Oregon’s adopted <i>Smarter Balance</i> Assessment 	

Classroom Technology

\$74,000

- Electronic White Boards @ \$2,000 x 4 = \$4,000
- Teacher Slates @ \$500 x 7 = \$3,500
- Mobile iPad Recharging Cart @ \$600 x 3 = \$1,800
- Student iPads @ \$700 x 75 = \$52,500
- Document Camera @ \$400 x 4 = \$1,400
- Digital Projector @ \$400 x 4 = \$1,600
- Digital Cameras @ 10.0 Megapixel Resolution @ \$100 x 4 = \$400
- Camcorders @ \$200 x 4 = \$800
- Network Server Upgrade @ \$2,000
- Teacher Laptops @ \$1,000 x 6 = \$6,000

Student Database System

\$ 8,000

- Success For All “Member Center”
- School Food Service “Procare” software
- SWIS Suite “Student Behavior” software
- DIBELS license with University of Oregon

Travel

\$ 6,100

- **D.C. grant required travel (1 person) \$ 1,600**
(Grant Project Director)
Airfare to Washington D.C. @ \$900
Baggage Fee @ \$20/bag
Shuttle Roundtrip @ \$40

Hotel @ \$150 x 3 nights = \$450

Per Diem @ \$40/day x 4 days = \$160

- **Success for All leadership training (3 people) \$ 4,500**

(VIBES Vice-Principal, 1 second grade and 1 third grade teacher will attend Year 2)

Airfare to New Orleans @ \$900 x 3 = \$2,700

Baggage Fee @ \$20/bag x 3 people = \$60

Shuttle Roundtrip @ \$40 x 3 = \$120

Hotel @ \$150/night x 2 rooms x 3 nights = \$900

Per Diem @ \$40/day x 4 days x 3 people = \$400

TOTAL FEDERAL GRANT BUDGET YEAR #2:

\$219,100

State of Oregon Budget Calculations for VIBES Charter School

Average # of Students Enrolled in VIBES School	Average Daily Membership	Differential	% VIBES Receives	Total Received by School
2013-2014 School Year (grades 1 – 3)	144		80%	\$753,261
Number of ELL students in VIBES school multiplied by .5 weight	ESOL	18.53	80%	96,890
Poverty index for the Medford School District 18.1% multiplied by .25 weight	Poverty	6.18	80%	32,314
Total weighted Average Daily Membership	Estimated ADMw	168.77	80%	\$882,465
Estimated Annual Rate per ADMw	ADMw Rate for 2013-2014	\$6,536.00 Per Student		
Average # of Students Enrolled in VIBES School	Average Daily Membership	Differential	% VIBES Receives	Total Received by School
2014-2015 School Year (grades K – 4)	245		80%	1,321,471
Kinder. students multiplied by .5 weight	Kinder.	-24.5	80%	- 132,147
Number of ELL students in VIBES school multiplied by .5 weight	ESOL	28.18	80%	151,969
Poverty index for the Medford School District 18.1% multiplied by .25 weight	Poverty	11.09	80%	59,797
Total weighted Average Daily Membership	Estimated ADMw	259.76	80%	1,401,090
Estimated Annual Rate per ADMw	ADMw Rate for 2014-2015	\$6,742.20 Per Student		
Average # of Students Enrolled in VIBES School	Average Daily Membership	Differential	% VIBES Receives	Total Received by School
2015-2016 School Year (grades K – 5)	294		80%	1,617,481
Kinder. students multiplied by 1.0 weight	Kinder.			
Number of ELL students in VIBES school multiplied by .5 weight	ESOL	33.81	80%	186,010
Poverty index for the Medford School District 18.1% multiplied by .25 weight	Poverty	13.32	80%	73,259
Total weighted Average Daily Membership	Estimated ADMw	341.13	80%	1,876,750
Estimated Annual Rate per ADMw	ADMw Rate for 2015-2016	\$6,877.044 Per Student		

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

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Kids Unlimited of Oregon

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						
2. Fringe Benefits						
3. Travel	9,000.00	6,100.00				15,100.00
4. Equipment	3,000.00	3,000.00				6,000.00
5. Supplies	59,000.00	46,000.00				105,000.00
6. Contractual	35,000.00	25,000.00				60,000.00
7. Construction	0.00	0.00				0.00
8. Other	104,000.00	129,000.00				233,000.00
9. Total Direct Costs (lines 1-8)	210,000.00	209,100.00				419,100.00
10. Indirect Costs*	0.00	0.00				0.00
11. Training Stipends	15,000.00	10,000.00				25,000.00
12. Total Costs (lines 9-11)	225,000.00	219,100.00				444,100.00

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

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

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

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

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

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Martha	Jane	McAlvage	<input type="text"/>

Address:

Street1:	821 North Riverside
Street2:	<input type="text"/>
City:	Medford
County:	<input type="text"/>
State:	OR: Oregon
Zip Code:	97501-4610
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
541-941-9614	<input type="text"/>

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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