U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

CSP Non-SEA Planning, Program Design, and Implementation (84.282B)

CFDA # 84.282B

PR/Award # U282B120060

Gramts.gov Tracking#: GRANT11152525

OMB No. , Expiration Date:

Closing Date: Jun 06, 2012

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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.).

OMB Number: 4040-0004
Expiration Date: 03/31/2012

Application for Federal Assistance SF-424

* 1. Type of Submission:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received: 06/06/2012

4. Applicant Identifier: 27-0728766

5a. Federal Entity Identifier: 27-0728766

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Arco Iris Spanish Immersion Charter School

* b. Employer/Taxpayer Identification Number (EIN/TIN): 27-0728766

* c. Organizational DUNS: 9605263120000

d. Address:

* Street1: 18865 SW Johnson Street
Street2:
* City: Beaverton
County/Parish: Washington County
* State: OR: Oregon
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 97006-3164

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:
* First Name: Mary
Middle Name:
* Last Name: Taylor
Suffix:

Title: President, Arco Iris Spanish Immersion School

Organizational Affiliation:

* Telephone Number: 503-437-0416
Fax Number:

* Email: mary.taylor@arcoirisschool.org

Tracking Number:GRANT11152525 Funding Opportunity Number:ED-GRANTS-041312-001 Received Date:2012-06-06T13:59:54-04:00

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-041312-001

* Title:

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

13. Competition Identification Number:

84-282B2012-1

Title:

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

Add Attachment | Delete Attachment | View Attachment

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

Arco Iris Spanish Immersion Charter School's Grant Request.

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Tracking Number:GRANT11152525 Funding Opportunity Number:ED-GRANTS-041312-001 Received Date:2012-06-06T13:59:54-04:00

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant OR-001 b. Program/Project OR-003

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2012 * b. End Date: 09/30/2013

18. Estimated Funding ($):

* a. Federal	193,700.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	193,700.00

*** 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: Mary

Middle Name:

* Last Name: Taylor

Suffix:

* Title: President, Arco Iris Spanish Immersion School

* Telephone Number: 503-473-0416 Fax Number:

* Email: mary.taylor@arcoirisschool.org

* Signature of Authorized Representative: Mary Taylor * Date Signed: 06/06/2012

Tracking Number:GRANT11152525 Funding Opportunity Number:ED-GRANTS-041312-001 Received Date:2012-06-06T13:59:54-04:00

OMB Number: 4040-0007
Expiration Date: 06/30/2014

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.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	* TITLE
Mary Taylor	President, Arco Iris Spanish Immersion School
* APPLICANT ORGANIZATION	* DATE SUBMITTED
Arco Iris Spanish Immersion Charter School	06/06/2012

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

Tracking Number:GRANT11152525 Funding Opportunity Number:ED-GRANTS-041312-001 Received Date:2012-06-06T13:59:54-04:00

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:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* Arco Iris Spanish Immersion Charter School

** Street 1* 18865 SW Johnson Street *Street 2*

** City* Beaverton *State* OR: Oregon *Zip* 97006

Congressional District, if known: OR-001

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

6. * Federal Department/Agency:
Department of Education

7. * Federal Program Name/Description:
Charter Schools

CFDA Number, *if applicable:* 84.282

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*
$

10. a. Name and Address of Lobbying Registrant:

Prefix ** First Name* not applicable *Middle Name*

** Last Name* not applicable *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

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

Prefix ** First Name* not applicable *Middle Name*

** Last Name* not applicable *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:** Mary Taylor

***Name:** *Prefix* ** First Name* not applicable *Middle Name*

** Last Name* not applicable *Suffix*

Title: **Telephone No.:** **Date:** 06/06/2012

Federal Use Only:

Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

Tracking Number:GRANT11152525 Funding Opportunity Number:ED-GRANTS-041312-001 Received Date:2012-06-06T13:59:54-04:00

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

GEPA_427_Arco Iris.pdf | Add Attachment | Delete Attachment | View Attachment

Tracking Number:GRANT11152525 Funding Opportunity Number:ED-GRANTS-041312-001 Received Date:2012-06-06T13:59:54-04:00

General Education Provisions Act (GEPA), Section 427

Barriers that Arco Iris Spanish Immersion school will need to overcome in order to enable persons with special needs to participate fully in benefits from this grant.

Arco Iris Spanish Immersion Charter School teaches students how to speak Spanish as part of their curriculum. This also is a big attraction to native Spanish speakers. Because many of our applicants, including Teachers, may not speak English as their native language, it could be a barrier for them in accessing our school. We propose several action items to overcome this:

- Translate our brochure and post it online to ensure that it's easily accessible for non-English speakers. We propose to do more outreach with the local Spanish community center to let non-native English speakers know that our program is available. Our message will reach more people if it is in their native language.

- Translate our enrollment application into Spanish. We would like to make it as easy as possible for non-English speakers to correctly fill out our enrollment application so they have equal access applying.

- Enrollment Lottery – all incoming students who apply to our school must go through a lottery process when there are more applications than space available. This ensures equality for those within the district in regards to non-restricting access based on gender, race, national origin, color, or disability. All students within our district have an equal chance through the lottery for gaining a spot at our school.

- Have Spanish translations available on our school's website. This will make it easier for native Spanish speakers to browse our site and determine if our school is a good fit for them.

- Follow our non-discrimination policy. In our hiring practices and managing our school, we will continue to follow our non-discrimination policy:

  Arco Iris Spanish Immersion Charter School, along with the Beaverton School District, recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

- Dress-code: In order to nurture an environment of inclusivity, we would like to encourage a dress code for students to wear. We encourage students to wear either solid red, or solid white collared shirts; navy blue or khaki slacks, or skirts for girls. This reduces any stigma from students who do not have the financial means for a more elaborate wardrobe. Everyone operates as a team within each classroom and the dress code promotes unity and cohesion. The teachers and parents also like it because it's easier to identify if someone is a stranger on our school campus. If students do not have clothes following this dress code, we do have clothing for them.

- When we recruit annually at the Oregon Professional Educator's Fair, we make sure that we take native Spanish speakers with us so they can communicate with any teachers who may not be as comfortable speaking in English. This ensures that we do not have a bias against applicants of different national origins.

- Welcome video – we would like to create a welcome video to show at our Open Houses that includes parents speaking about why they chose our school. We could showcase parents and students with varying national origins, races, and disabilities to show we are an inclusive school and make newcomers, especially underrepresented minorities and those with disabilities, feel welcome. We feel showing the wide range of differences in our school families creates an atmosphere of tolerance and acceptance. This is especially important in an immersion school where we learn about different cultures to build an understanding and acceptance of those different from us.

We feel these wide range of measures will help provide equitable access to our school.

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 $10,00 0 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 subjec t to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Arco Iris Spanish Immersion Charter School

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Mary Middle Name:

* Last Name: Taylor Suffix:

* Title: President, Arco Iris Spanish Immersion School

* SIGNATURE: Mary Taylor * DATE: 06/06/2012

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Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Mary		Taylor	

Address:

* Street1: 18865 SW Johnson Street
Street2:
* City: Beaverton
County: Washington
* State: OR: Oregon
* Zip Code: 97006
* Country: USA: UNITED STATES

* Phone Number (give area code): 5034370416
Fax Number (give area code):

Email Address: mary.taylor@arcoirisschool.org

2. Applicant Experience:

Novice Applicant ☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research

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

☐ Yes ☒ No

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

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

Please attach an explanation Narrative:

Add Attachment Delete Attachment View Attachment

Tracking Number:GRANT11152525 Funding Opportunity Number:ED-GRANTS-041312-001 Received Date:2012-06-06T13:59:54-04:00

Abstract

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

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

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

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ED Abstract

Name of Applicant: Arco Iris Spanish Immersion Charter School

Address: 18865 SW Johnson Street, Beaverton, OR 97006

Phone #: 503-473-0416

Project Director: Mary Taylor, mary.taylor@arcoirisschool.org

The Arco Iris Spanish Immersion Charter School Arco is a public charter school in Beaverton, Oregon, featuring Spanish immersion and Singapore Math, a highly acclaimed mathematics program. Our school had previously been awarded a grant through the 2008-2011 Oregon Public Charter School Incentive Grant Program, administered through the Oregon Department of Education (ODE). We had just completed the 1st part of the Implementation Phase but were told in August 2011 that our remaining year on the grant, Phase II of Implementation totaling $200,000, would not be funded. We are therefore applying for the Non-SEA Planning, Program Design, and Implementation Grant # CFDA 84.282B to support Phase II of our Implementation.

Our charter school goals include that all students will master national, state, and district content standard requirements in all subjects with a special focus in English, Spanish, and mathematics. Our mission is to foster an increased academic ability that includes students becoming bilingual, bi-literate and multi-cultural so that they are fully prepared for college, career and citizenship. We believe a quality educational program needs to include learning a second language to enable our students to compete in tomorrow's global economy. We believe students need a strong academic foundation and that using Singapore Math is an integral part of providing a quality education program. We currently have no tech lab, library, formal music/art classes or playground. Despite our financial hardships, results of our program so far have been impressive. We are in our 2nd year of operation and student scores continue to be among the best in the state. It is very evident that our Singapore Math program and effectively two daily language arts classes (English and Spanish) are propelling our students to the top ranks.

Our school is home to almost 200 students reaching across 3 counties. About 50% of our students are out-of-district, some traveling as much as 100 miles/day to attend our school.

To develop this program into a stable entity that will be sustainable, we are requesting funds to complete our implementation. We have categorized our needs into 5 areas: Equipment, Supplies, Training, Contractual needs, and Travel. The equipment funds will be used to purchase teacher and student laptops, digital projectors, furniture, copiers, etc. Supply funds will be used to purchase math manipulatives, science kits, text books, and library books. Training funds will be used to complete train-the-trainer documentation for teaching Singapore Math and Immersion Teaching Strategies. Funds for contractual items will be used to hire someone to develop our curriculum for our 6-8th grades for all subject areas, as well as for a kindergarten.

We look forward to continuing to provide an outstanding educational program for our students and appreciate your consideration of our request to enable us to become a sustainable entity.

Close Form

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** Project_Narrative_Arco_Iris_FINAL, 6.3.12.pdf

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GRANT APPLICATION

Submitted to: U.S. Department of Education

From: Arco Iris Spanish Immersion Charter School

Charter Schools Program (CSP): CSP Grants to Non-State Educational Agency (Non-SEA): Planning, Program, Design, and Initial Implementation Grants

CFDA Number 84.282B

Submitted June 4th, 2012

Project Narrative

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1. Competitive Preference Priorities

1(i) Promoting Diversity (up to 2 points).

Developing an awareness and respect for different cultures, ethnic and racial backgrounds is part of our mission at Arco Iris. Teaching young learners about different cultures fosters tolerance and diversity, giving them a wider perspective on the world, appreciation, and respect for the differences in everyone. At Arco Iris, our cultural studies, along with our positive behavior and intervention system, and social curriculum prevents fewer misconceptions, stereotypes and bullying incidents by increasing students' understanding and respect for diversity.

To promote diversity at Arco Iris, we have established specific learning targets around this. Learning Targets that students must achieve include students describing the target culture based on common misconceptions and stereotypes, identifying products as belonging to a specific culture. The student, at a minimum, must imitate the use of culturally appropriate vocabulary and non-verbal behaviors modeled by the teacher.

Cultural studies are a critical component of our Spanish language arts and social studies curriculum. Additionally, students will learn the songs and dances from different Spanish speaking countries, using musical instruments and costumes typical for those countries. By learning about and understanding different cultures, we are teaching tolerance and an appreciation for differences in others.

1(ii) Improving Productivity (up to 2 points).

We plan to use this grant to energize our classrooms, magnify teachers' expertise, eliminate busy-work, and increase teacher/student productivity by providing more technology to our classrooms and the school. Our goal is to supply the teachers and classrooms with technology tools to enable teaching to each student at their level, to have them engaged and owning their learning. Ideally we will also be able to equip a Learning Resource Center for student-centered learning activities.

Since we do not currently have much technology equipment in our school, we teach with a lecture style. However, this is not the most effective teaching model for a Spanish immersion environment. The addition of more technology would allow for dynamic interaction between teachers and students, students and peers, and our school and the world, creating a vibrant learning community. If we can purchase more digital document cameras, laptops, even clickers (student response system where students click in their responses), then we can create a vibrant learning community where there is dynamic interaction between teachers and students, students as peers, and our school and the world.

The first way we plan to use technology to improve our productivity is by adding laptop computers to each classroom to enable individual student learning and assessment. Laptops will be equipped with exciting interactive programs to evaluate students' mastery of grade-level materials and assess their mastery of Spanish. Laptops will provide teachers with automated feedback of each students' progress. This feedback will help teachers increase their productivity by allowing time to target individual student

needs, personalize learning activities, and provide meaningful classroom instruction. Laptops in the classroom are a training device, allowing the teacher to assume the role of primary educator. For example, when a student needs extra support in a given topic, the teacher can assign specific lessons on the laptop for additional practice.

Additionally, as the classroom sizes increase, laptop computers will become a necessary tool to help the teacher effectively assess and target the large scope of needs of many students, and tailor programs to meet those individual needs. For example, in math, a teacher can assign students to work on xtramath.org. This is a website which helps students practice math skills at an individual level and pace and reports the students' progress daily to the teacher. Laptops will enable the teacher to target training for each student instead of teaching everyone to the same level.

The teachers at our school instruct all subjects (including physical education, music, and art) which limits the amount of time they have to spend with students needing extra help. Having extra laptops in the classroom significantly increases the teachers' productivity by improving their ability to provide more individualized support to each student during regular class time. It would also improve teachers' efficiency by providing tools for their scheduling and use of time.

The use of computers will also streamline our operations. We currently have paper forms for parents to sign their student in late or out early. If we could do this online, we could connect it to our student records and reduce duplicate work by our administrative

assistant. We can also use laptops for online payments for lunches. Currently parents have to write checks to the school and our administrative assistant has to handle all the monetary procedures for that. If we could do online payments, it would eliminate hours of paperwork that could otherwise be spent enhancing the student learning experience.

The second way we plan to improve school productivity through technology is by creating a dedicated Learning Resource Center, a stimulating environment for student-centered educational activities. We plan to use laptop computers for students to develop a broad base of fundamental computer skills such as learning to use the keyboard, create power-point and other multi-media presentations, create Excel spreadsheets. We can create small learning groups where students may progress in their skills using the Learning Resource Center with minimal teacher lecture time required, freeing up teacher time for other student needs. We also wish to equip the Learning Resource Center with iPads to tap into Apple's extensive array of educational apps and interactive textbooks (produced by publishers such as McGraw-Hill, Pearson and Houghton Mifflin Harcourt). iPads would also allow teachers use iTunes U to create and distribute course material using audio, video and books. Some other benefits of the Learning Resource Center are described in the following scenarios. In a Social Studies unit on Native American Indian culture, students will use laptop computers to find directions on how to build adobe structures, wigwams, chickee huts and tepees. A Science unit on engineering design could provide opportunities for students to research timely, local issues such as how to keep Oregon water drains clear. In Spanish Language Arts our students could use computers and iPads to communicate via classroom blogs, email

and Skype with our sister city school in Mexico, to perfect their fluency skills and experience a real-time international learning experience.

A third way we believe technology can provide a more effective learning environment for our students is to provide clickers to each classroom. The use of a student response system (SRS)/clickers would be an innovative technology addition for our school. It actively engages students during the entire class period and turns the class from a lecture mode to an interactive one. It enables teachers to gauge the classrooms' level of understanding of the material being presented; it also provides prompt feedback to student questions. Clickers can also provide added value when compared to some active learning methods such as class discussion. In a normal class discussion situation, only one or two students have the opportunity to answer a question. The quiet students often get overlooked. Even if the answer is correct, the instructor has no way to gauge if the other students knew the correct answer. A student who is unsure of the correct answer may be unwilling to take the public risk of being incorrect. One of the best features of an SRS is that it allows students to provide input without fear of public humiliation and without having to worry about more vocal students dominating the discussion. Even in small-enrollment classes, many students are reluctant to respond to teacher questions; the anonymity of responding with a clicker guarantees near or total participation.

We also believe by adding digital cameras to each classroom that we can significantly increase the efficiency for teachers, and the learning outcomes for students. Digital document cameras allow teachers to face the students and maintain eye contact while

presenting new information; e.g. projecting instructional material from a book (instead of drawing on a whiteboard) or showing a quick video to demonstrate a concept (instead of hauling out a television and media player). Teachers will be able to re-display material that was previously wiped away. They will be able to face the front of the room maintaining eye contact with students as they learn, making sure students are grasping the material.

We plan to use technology, specifically laptop computers, iPads, clickers/Student Response System, and digital document cameras to enrich the educational environment for Arco Iris students, improve the efficiency and productivity for teachers, and to streamline our processes and procedures. The use of technology will improve our productivity and facilitate meaningful ways to help students investigate, collaborate, analyze, synthesize and present their learning. It will allow us to create an environment of engaged, participative learners and more productive teachers and staff who contribute to an empowered school and community.

2. Application Requirements

2(i) Describe the educational program to be implemented by the proposed charter school, including how the program will enable all students to meet challenging State student academic achievement standards, the grade levels or ages of children to be served, and the curriculum and instructional practices to be used;

Arco Iris Spanish Immersion School is a public charter school in Beaverton, Oregon, featuring Spanish immersion and Singapore Math, a highly acclaimed mathematics program. Arco Iris students receive instruction in core subjects (mathematics, English language arts, science, and social studies) and in art, music, health, and physical education. Students also study Spanish Language Arts and culture. We will prepare K-

8th grade students for academic and personal success through rigorous study and instruction aligned with the state and federal government standards, augmented with Spanish language and culture. As a Beaverton School District public charter school, Arco Iris offers a curriculum fully aligned with the Oregon curriculum state standards.

Our mission is to foster increased academic ability that yields bilingual, bi-literate, and multi-cultural students who are prepared for college, career, and global citizenship. Our school philosophy is to provide an academically challenging, content-rich, curriculum that holds high expectations for all students, including becoming fluent and literate in Spanish in addition to English. We are committed to developing strong, critical-thinking skills in all students, providing a safe environment where all students are known, respected, and valued as individuals of great potential. We have a community that models and encourages character development, respect for diversity, and a sense of responsibility toward the community.

Arco Iris offers Spanish Immersion – programs in which all subjects, except for English Language Arts, in the lower grades (1-3) are taught in the target language. Instruction in English will increase in the upper elementary grades (3-6).

2(i)(a) Describe how the program will enable all students to meet challenging State student academic achievement standards.

The educational program at Arco Iris is aligned with Beaverton's goal to increase "academic achievement, with a special emphasis on literacy and mathematics gains for each student." The intent is to give every student the skills to succeed in challenging

courses, meet academic standards, graduate from high school, and be fully prepared for a range of post-secondary education and vocational options.

In blended classes (1st/2nd grade; 3rd/4th grade, 5/6th grade), students from two traditional grade levels are taught in the same classroom. Students are taught a group lesson yet provided with instructional level materials and challenges, independent of their grade level. The students' classroom work assignments vary to support their individual knowledge and skills (differentiation). The teacher's main focus is the continuous growth of each individual student. This allows children to master and then progress from one concept or skill level to the next.
Learning targets and state standards are used as a guide for every subject and are covered for each grade level, through a careful and methodical process that includes all concepts in a well sequenced and balanced program.

Blending classrooms is a technique used to support the diverse levels of language proficiency, which defines our students at Arco Iris. Our teachers will monitor each student's specific needs and growth, and will assess their language development skills individually.

Blending of classrooms enables students to work at their level and pace. Younger students will have a mentor to look to for assistance; older students will need to stay up-to-speed in their class work so they can stay ahead and lead the younger ones. It keeps each age level striving to improve.

Our program uses Singapore Math to ensure the students are fully prepared for future algebra and higher level math courses. Singapore Math provides differentiated materials and students work with appropriately challenged materials based on skill level. Because it is logical and conceptual, and is well supported with auxiliary workbooks for increasingly complex skill building, it works well for students of all levels whether it is for increased challenge or skill repetition.

2(i)(b) The grade levels or ages of children to be served

The Arco Iris Spanish Immersion Charter School opened in September 2010 serving primary grades 1-4. We are in our second year of operation now, serving 1st – 5th grades. Every year we plan to add an additional grade level until eventually we will serve K-8 students.

2(i)(c) Describe the curriculum

At Arco Iris, our curriculum is based on:

- National Standards
- State Standards
- Beaverton School District Learning Targets

Core Subject area alignment samples are outlined below.

MATH

The **Singapore Primary Mathematics Standards has been adopted**. The Arco Iris teachers use this curriculum to develop lessons with outcomes that exceed district and state targets and standards for each grade level.

Singapore textbooks rely on careful sequencing of topics, with arithmetic at the heart of everything. The following standards will be addressed in contexts that promote problem solving, reasoning, communication, making connections, and designing and analyzing representations. Additionally, the Oregon State Board of Education has approved Primary Mathematics Standards Edition for 2009-2015.

Primary Mathematics Standards Edition

Primary Mathematics (Standards Edition) Textbooks 1A-6B

Primary Mathematics (Standards Edition) Workbooks 1A-6B

Primary Mathematics (Standards Edition) Tests 1A-6B

Primary Mathematics (Standards Edition) Extra Practice 1-6

Primary Mathematics (Standards Edition) Teacher's Guide 1A-6B

Primary Mathematics (Standards Edition) Posters 1-3

Primary Mathematics (Standards Edition) Math All Around Readers

ENGLISH-LANGUAGE ARTS (ELA)

Language Arts instruction consists of teaching reading, writing, speaking and listening. The Beaverton School Board has approved the following list of materials from the **Harcourt S*tory Town*** Curriculum and Arco Iris English teachers use these as the basis for teaching materials.

Story Town Components include:

Teacher Resource Book	Instructional Routine Cards
Decodable Books Collection	Language Arts Transparency Kit

Little Book Collection	Challenge Copymaster and Teacher Edition
Big Book Audio Text CDs	Spelling Practice Book and Teacher Edition
Library Books Collection	Phonics Practice Book and Teacher Edition
Deluxe Leveled Reader System Kits	Writer's Companion and Teacher Edition
Photo Cards	Benchmark Assessment and Teacher Edition
Read-Aloud Anthology	Weekly Skills Test
Theme Tests	Fluency Builder Cards
Challenge Kit	Letter/Sound Rhymes Chart
Strategic Intervention Kit	Book of Rhymes and Poems
Story Retelling Cards	Literacy Center Kit

Arco Iris teachers use these materials and supplement with Lucy Calkins and Beth Neville: Units of Study for Primary Writing, to ensure that all students meet the language arts common core outcomes and learning targets.

English Language Arts Common Core Outcomes

Literature

Students will demonstrate comprehension, interpretation, and critical appreciation of grade level literary, and informational materials of varying complexity, content, and structure.

Reading

Students will apply learned strategies to effectively navigate and comprehend materials while developing and expanding knowledge of word origins and relationships.

Writing

Students will demonstrate an understanding of the writing process, of specific modes and their applications, and of research and inquiry techniques to effectively acquire, assess, and communicate information.

Speaking/Listening

Students will listen effectively, evaluate oral, visual, and multimedia communications, and convey a focused oral message.

Language Arts is taught in English by a teacher with native English proficiency to ensure that spoken and written fluency is accurate. Children receive between 5 to 7 hours of direct ELA instruction a week. The Highly qualified English Language Arts teachers are available for additional support and are able to work one on one or in small group settings to address deficiencies.

The English teacher focuses on helping the children acquire the English reading and writing process as the child simultaneously learns a second or third language. The parallel English and Spanish reading acquisition process follows the same teaching process of letter recognition, phonemic awareness, word development, vocabulary acquisition and sentence building. Therefore, the ELA teacher and classroom Spanish teachers are synchronized during the teaching process.

Many of the Literacy learning targets and skills are shared when instructing students in English and Spanish. To build Spanish skills we utilize Lecturas and Symtalk. **Symtalk** is a language-building system that is a simple and effective approach to learning language that delivers astonishing results immediately.

Symbol cards are at the core of the system, which represent all parts of speech. Teachers introduce vocabulary and sentence structure when the symbol cards are placed in sequence on a magnetic board. Students read and “speak” the visuals, create new sentences, and build fluency and proficiency. It's an amazing tool we use that builds confidence and proficiency.

For the reading process in Spanish, beginning readers will be taught using the symbolic and phonetic method**.** This is one of the most effective and easy methods of mastering fluency and will give the students familiarity of learning when the same approach is used for English Language Arts.

The method is as follow:

1. Sound and symbol recognition of the alphabet.
2. Blending consonants and vowels to form the basic phonics
3. Using phonics to form words
4. Combining words to form sentences.
5. Combining sentences to build texts

SOCIAL STUDIES

Arco Iris will base its Social Studies curriculum on the primary Oregon standards andthe book ***Expectations of Excellence: Curriculum Standards for Social Studies***

developed and published by the National Council for the Social Studies (NCSS).

History Alive is used for the older elementary students.

The framework consists of ten themes incorporating fields of study that correspond with one or more relevant disciplines.

The **Arco Iris** Social Studies core content will teach concepts rather than isolated facts, giving students the opportunity to learn about the world around them. Children will understand and embrace cultural diversity and their place in the global community. As per the learning targets for social studies teachers will structure lesson plans that cover the following learning target areas:

1. Social Studies Analysis
2. Civics and Government
3. Economics
4. Geography
5. History

SCIENCE

The **Science** subject matter content will be based on Oregon standards and supported on The *National Science Education Standard.* The National Science content standards outline what students should know, understand, and be able to do in the natural sciences over the course of K-12 education. They are divided into eight categories:

1. Unifying Concepts and Processes
2. Science as inquiry

3. Physical science.
4. Life science.
5. Earth and space science.
6. Science and technology.
7. Science in personal and social perspective.
8. History and nature of science.

When developing science skills, the charter school will use the ***Houghton Mifflin Science Discovery Works and Ciencias***. Discovery Works organizes science skills into three separate groups: Process Skills, Reasoning Skills, and Critical Thinking Skills. These groups correspond to three distinct types of cognitive skills. **Process skills** are used to gather information about the world. **Reasoning skills** help children make sense of the information they gather by fostering an open mind, curiosity, logic, and a data based approach to understanding the world. **Critical thinking skills** require students to apply information in new situations and in solving problems. We will also be supplementing with Science F.O.S.S. kits.

HEALTH

The charter school will follow the Beaverton School District Health Education Curriculum Map. The content areas and learning targets for each grade include:

- Alcohol, Tobacco, and other drugs
- Prevention and Control of Disease
- Environmental Health
- Healthy Eating

- Mental Social and Emotional Health
- Sexual Health
- Unintentional Injury Prevention
- Violence Prevention

PHYSICAL EDUCATION

Since research has shown that there is a direct and strong relationship between physical and cognitive development (Carla Hannaford), Arco Iris will offer a program that helps students develop fine and gross motor skills, coordination, lower and upper body development, and balance through a variety of exercises. The **Every Child a Winner**, a movement educational model and ***Smart Moves***, physical development program by Carla Hannaford, will be the models to anchor the physical development domain.

Arco Iris will align its Physical Education program standards with National Standards for Physical Education.

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

ART AND HUMANITIES

As an important piece within subject areas, aesthetic instruction and practice will enhance students 'artistic experience. The goal is to integrate art from the past to the present generations and through cultural studies. Students will explore the visual arts, auditory, dance, music, poetry and theatre.

2(ii) Describe how the charter school will be managed

Arco Iris Spanish Immersion Charter School is managed by a Management Team, comprised of our Principal, Curriculum Director, and Director of Operations and Admissions. Teachers report to the Management Team and the Management Team reports to the School Board.

The Management Team's function is to establish policies and procedures that ensure all students are meeting educational goals and supervised in safe environment that meets the approved curricula and mission of the school. The team works with the School Board to establish a clear vision for the school, prepare preliminary goals, including the School Improvement Plan (SIP) annually for the board's consideration, and prepare appropriate compliance reports.

The Principal serves as the educational leader for our school, making sure students are meeting the school's educational goals. The Principal oversees policies, regulations, and procedures that ensure all students are supervised in a safe environment that fosters school community according to the mission of the school.

The Curriculum Director develops and implements academic programs that will meet our educational objectives, develops and implements Learning Targets for the school, and coordinates assessment plans. These programs are communicated to the staff and the parent community to coordinate alignment with student achievement goals and progress measurement.

The Director of Operations and Admissions manages administrative activities including building maintenance, personnel communication, student records and admissions, office operations, and emergency procedures.

Two Board members along with the school's bookkeeper, True Blue Accounting, oversee Arco Iris' daily and strategic financial management. The school's finance committee is the small sub-committee group that reviews and recommends budget adjustments and new allocations based on current conditions in the economy and or educational climate. The board retains oversight, review, and approval of the budget.

The school maintains up to date fiscal policies and roles and responsibilities for all fiscal operations including activities like: payables, receivables, cash handling, asset management, segregation of duties, and fundraising activities, to name a few. An audit was completed for the year of fiscal operations by the Pauly Rogers Company.

The school's Treasurer, Jim Mullaney, is a practicing CPA with in-depth experience managing school budgets by serving as Finance Chair for several private schools. True Blue Accounting is the school's professional bookkeeping service and has years of experience serving other charter school clients and operating within the public/municipal accounting requirements.

The Board's responsibility is to set the vision and direction for the school and ensure the Management Team actions will fulfill those goals. To this end, the Board and Principal have established a Working Agreement that identifies the roles and responsibilities of each party, how we communicate with each other, and expectations for each. It specifically documents the Board members' job description; expectations for the Principal; agreement on communication between the two; operational agreements; and Principal's expectations of the Board.

In the Other Attachments section, we have attached the following documents:

- Management Team's Roles & Responsibilities
- Board and Principal's Working Agreement
- Principal's Job Description
- Curriculum Director's Job Description
- Director of Operations and Admission's Job Description

2(iii) Describe the objectives of the charter school and the methods by which the charter school will determine its progress toward achieving those objectives.

Our Charter School objectives include:

- That all students master national, state, and District content standard requirements in all subjects with a special focus in English, Spanish, and mathematics;
- To prepare students to attain high academic achievement in Spanish and English;
- To build the skills and knowledge that students will need to be successful in their future algebra classes
- Support students to become bilingual, bi-literate, and multi-cultural competent leaders.

To achieve these objectives we have set Learning Targets that enable us to plan and implement student learning activities. Learning Targets are developed from Oregon state standards and Beaverton School District's learning targets. We have learning targets identified for Math; Spanish (speaking, reading, writing, listening, grammar and cultural skills); English (speaking, reading, writing); Science; Social Studies; Technology, PE, Art and Culture.

To determine the progress we're making toward achieving our objectives, we use both formative and summative assessments. Formative assessment takes place in every step of the student's learning process; therefore, our teachers are able to group and regroup the kids in the appropriate level of proficiency that allows them to improve their skills and challenge them. These assessments are made through a variety of techniques like quizzes, notebook exercises, reading comprehension activities, etc.

At the end of every instruction unit teachers deliver summative assessments that give the necessary information about what the students learned. The results of both kinds of assessment are registered in the trimestral progress report. For language assessments,

Arco Iris utilizes the SOPA and ELLOPA assessments based on ACTFL Proficiency Guidelines. This tool allows teachers to place their students in the different proficiency levels established by the American Council on the Teaching of Foreign Languages (ACTFL). Teachers assign ratings in four skill areas—oral fluency, grammar, vocabulary, and listening comprehension—based on observations of students' daily use of the second language in the classroom setting. This feedback helps us to enhance instruction to maximize student learning.

The final indicator to ensure we are meeting our objectives is when the staff and Board review student data in the form of our state test results. Results from state tests determine changes needed to our program. For example, in our first year as a charter school, this feedback loop enabled us to identify that students were struggling with English Language Arts. Consequently, we developed a school improvement plan that included specific focus on our teaching of English. In our 2nd year of operation, students exceeded state and district standards by wide margins so our feedback loop and actions taken have enabled us to meet our school objectives.

2(iv) Describe the administrative relationship between the charter school and the authorized public chartering agency.

Arco Iris Spanish Immersion Charter School is an approved charter school in the Beaverton School District. Per our charter agreement, we are an independent contractor providing charter school educational services. Arco Iris is a separate financial legal entity and is no way affiliated with the District. The District is not the employer of Arco

Iris or its employees. Neither the District nor its employees, agents or contractors are employees or agents of Arco Iris.

The District retains 20% of the per pupil funding for our charter school, as allowable per state law. A school district liaison has been assigned to Arco Iris.

2(v) Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school.

Arco Iris was founded by parents and as such has an environment that fosters significant parental involvement. Aside from in-class and office volunteerism, several committees have been designed to continue a successful environment at Arco iris:

- Parent Teacher Organization: The PTO coordinates school volunteers to support teachers and their classrooms and coordinate special performances and cultural events. The PTO oversees the following volunteer groups:
    - *The Fundraising Committee* coordinates all fundraising activities including: restaurant nights, grant writing, and the Annual Auction.
    - *The Outreach Committee* schedules community outreach events, coordinates relationships with other non-profits, and coordinates Open Houses and Info Nights.
    - *The Enrichment Team* develops additional programs to enhance school curriculum including school sponsored, student participation events like Jaguars Read and Jaguars on the Run or fee-based activities like: Lego Robotics, Chess Club, and Mad Science.

- Site Council: Beginning in Spring 2012, a group of elected parents will meet monthly with the Management Team to provide insight and input into school activities and provide a solutions-based forum for priority activities.
- Members of the community volunteer to help with student tutoring in math and reading; the Auction Night, and providing expertise for securing a larger venue for the school.

2(vi) Describe how the authorized public chartering agency will provide for continued operation of the charter school once the Federal grant has expired.

This grant for Arco Iris will allow for the completion of purchases in equipment, furnishings, and curriculum as well as the initial start-up for contract specialists. Many of the costs are one-time initial start up costs or needed for initial growth. On-going maintenance and support for contract specialists will be continued through continued conservative budget management, operational fundraising, and grant writing.

Currently Arco Iris operates with a balanced budget, and audited records demonstrate continued growth and on-going fundraising ability. After only one-full year of operation and one year of audited records, Arco Iris is limited in applying for specialty grants for subject areas, however, the PTO's fundraising team has a grant committee that actively researches and applies for grants and hopes to convert more with more demonstrated success in academics and best practices. Our grant committee has a calendar of grants to obtain, their due dates and requirements. Several require at least 3 years of financial records. We are confident that once we have completed purchases for the

implementation of our second phase, we will be sustainable through normal budgeting processes, fundraising, and our grant committee for special projects.

2(viii) Describe how the grant funds, as appropriate, will be used.

We will use the grant for Continued Implementation (Phase II) at Arco Iris to complete our start-up. We have categorized our needs into five (5) main areas: Equipment, Supplies, Training, Contractual needs, and Travel.

Budget Request	
Equipment	$91,000
Supplies	$46,500
Contractual	$35,700
Training	$15,500
Travel	$5,000
Total	$193,700

Equipment: We are requesting $91,000 for equipment purchases that include laptops, iPads, tables/desks, Elmo Document Cameras, printer/copiers, gym equipment, white boards, SRS/Clickers, musical instruments, cabinets and cubbies. We are planning to create a Learning Resource that will need 30 laptops in it so we can teach technology classes. We'll also need laptops, iPads and clickers for the classroom and laptops for teachers and staff. Since the 2012-13 school year will be our first year for our Middle School programming, we need desks/chairs/cabinets for this as well as for our LRC. Other classroom technology needs include digital document projectors so teachers can be more efficient and effective in their teaching. Musical instruments and gym equipment are also important elements for our small school.

Supplies: We are requesting $46,500 for supplies. Development of our middle school program will require textbooks, library and resource books, science kits, and other learning tools. We currently have no library so we need to purchase books in both Spanish and English. We also need math manipulatives, drama and cultural supplies.

Since we have no science labs, science kits are a great alternative to provide hands-on inquiry.

Contractual needs: We are requesting $35,700 to pay for contractual work that needs to be done. Building a complex curriculum requires expertise to align the school's mission and the curriculum program. We need learning targets for all subjects areas for our middle school programming to be done, we need class activities to be tied to learning targets. We need cultural programming to be developed as well since our school is focused on developing multi-culturally competent students. As well, documentation like Train the Trainers will be written for key trainings to establish teaching protocols, best practices, and expectations.

Training: We are requesting $15,500 for professional development and continuing education for teachers. Specifically our teachers need training in immersion strategies and in teaching Singapore Math, which are critical components for our unique and rigorous academic program. The training will focus on internal and external trainings in Singapore Math, Immersion teaching strategies, blended classrooms and other best practices. Other beneficial sources for teachers include individualized selection of trainings based on in-class needs and professional growth.

Travel: We are requesting $5,000 for travel requirements. We will need to send our director to D.C. for grant training and would like to send a teacher to Minnesota for immersion training at the Center for Applied Research and Language Acquisition (CARLA).

2(ix) Describe how students in the community will be informed about the charter school and be given an equal opportunity to attend the charter school.

Arco Iris uses various forms of communication to inform the public about the school. Arco Iris has a web-based presence with its own site, a Facebook page, blog, and a space on the Beaverton School District site. Google Ad Words is set up to drive traffic to the school web site based on key word searching.

Arco Iris hosts Open Houses and Information Nights to allow parents to learn more about the school and visit with teachers. Both English and Spanish speakers are in attendance and flyers distributed throughout the county promote the events in both English and Spanish.

To ensure students have equal opportunity to our school, a **lottery process is used** if necessary. Once we determine the number of spaces available in each classroom, then priority admittance goes to:

1) New students who are children of school founders.

2) New students who are siblings of current students.

3) New students who are residents of the District.

4) New students who reside outside the District.

At each point in the process, if there are more such applicants than there are spaces available, a lottery will be conducted to determine which are admitted; those not admitted will, by lottery, be placed on the waiting list in the order selected. After the

enrollment process is complete, including during the school year, additional students who apply will be added to the waiting list in the order the applications are received.

2(x) Describe how an LEA in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act (IDEA).

Arco Iris Spanish Immersion School is committed to the education of students with disabilities. We comply with the Individuals with Disabilities Education Act (IDEA), as listed in our charter agreement:

ARCO IRIS shall comply with all District policies and regulations and the requirements of federal and state law concerning the education of children under the Individuals with Disabilities Education Act ("IDEA"). Compliance by ARCO IRIS includes, but is not limited to, the following:

(i) ARCO IRIS shall comply with all District policies regarding discipline of special education students.

(ii) The Individual Education Plan and Program (IEP) team are determined by federal law.

(iii) The student's IEP team will determine the appropriate educational program and placement for the student. ARCO IRIS shall abide by the IEP team's decision on program and placement.

(iv) ARCO IRIS staff shall comply with training required by an IEP team for the delivery of services to an ARCO IRIS student.

(v) The funds from the Oregon Department of Education representing the Average Daily Membership weighted (ADMw) for special education for ARCO IRIS special education students shall be retained by the District, if the student is a resident of the District.

(vi) The District has the discretion to determine which specialized programs will be offered on site at the ARCO IRIS site.

(vii) For a nonresident ARCO IRIS student eligible under IDEA, ARCO IRIS and the resident district may enter into a written agreement for the provision of special education services to the student. The Beaverton School District is in no way responsible for these services or the costs thereof.

(viii) The student's IEP team may recommend any appropriate placement for the student based on the student's needs, whether in or out of ARCO IRIS. ARCO IRIS shall not change the student's placement or IEP without IEP team action.

(ix) If it is required as a related service on an ARCO IRIS student's IEP, the resident District will provide transportation to ARCO IRIS.

(x) ARCO IRIS shall notify the student's resident district if a student may need special education services.

(xi) If, after a student is enrolled and attending ARCO IRIS, the staff of ARCO IRIS suspects a student may be eligible for special education and related services under IDEA, ARCO IRIS shall comply with the District practices and policies for referral of the student for evaluation.

(xii) The resident District retains responsibility for offering and providing a free appropriate public education to all resident special education students who attend ARCO IRIS.

(xiii) ARCO IRIS will ensure that all individuals applying for admission to ARCO IRIS receive equal opportunity for admission without regard to whether individuals are considered disabled under any applicable state or federal law.

(xiv) ARCO IRIS is committed to providing equal opportunities to all students free from discrimination on the basis of a student's disability. ARCO IRIS shall fully comply with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and shall be prepared to make appropriate accommodations for students as necessary.

3. Selection Criteria

The following selection criteria are based on sections 5204 and 5210(1)(L) of the ESEA (20 U.S.C. 7221c and 7221i(1)(L)) and from 34 CFR 75.210 of EDGAR.
The selection criteria for applicants submitting applications under CFDA number 84.282B are listed below.

(i) Quality of the proposed curriculum and instructional practices (15 points).
Note: The Secretary encourages the applicant to describe the quality of the educational program to be implemented by the proposed charter school, including how the program will enable all students to meet challenging State student academic achievement standards, the grade levels or ages of students to be served, and the curriculum and instructional practices to be used. If the curriculum and instructional practices have been successfully used in other schools operated or managed by the applicant, the Secretary encourages the applicant to describe the implementation of such practices and the academic results achieved.

3(i) Quality of the proposed curriculum and instructional practices (15 points)

The selected curriculum is outlined above in section 2(i)(c). The Arco Iris academic program is delivered in a quality way as outlined below:

3(i)a. Program Components

3(i)b. Singapore Math

3(i)c. Spanish Immersion

3(i)e. Assessment Process

3(i)e. Instructional Practices

3(i)f. Program Results

3(i)(a) Program Components

In order to ensure that our program is going to be delivered in a quality manner, the following aspects have been taken into consideration:

1) **Curriculum Framework**. A curriculum framework has been developed in which our district learning targets and State standards have been used as a guide for

every subject, including English. The learning targets cover each grade level in a well sequenced and balanced program.

2) **Planning.** Our teachers carefully plan each learning episode, taking into consideration the different aspects of planning including purpose, learning outcomes, prior learning, resources and materials, and a detailed description of the presentation of the class and the assessment for each learning episode.

3) **Delivery.** The presentation of each class will be according to the schedule, the program, and the reviewed class plan by the Curriculum Director. The activities will vary depending on the subject and the specific target (whole group, individual, team work, project, etc.). Each presentation of a class will include:

- Introduction/Stimulus
- Development
- Consolidation
- Culmination/Closure

4) **Assessment**. Assessment is an integral part of the teaching/learning process. Our teachers will use formative and summative assessment tests.

3(i)(b) Singapore Math

We believe Singapore Math is an integral part of providing a quality education program. Singapore students, using the Primary Mathematics curriculum (called Singapore Math in the US) placed first in 1995, 1999 and 2003, and 2nd in 2007 out of approximately 60 participating countries, in the **Trends in International Mathematics and Science Study** (TIMSS). TIMSS is an international assessment administered every 4 years of

the mathematics and science knowledge of fourth- and eighth-grade students around the world. TIMSS was developed by the International Association for the Evaluation of Educational Achievement (IEA) to allow participating nations to compare students' educational achievement across borders.

The Singapore Math textbooks build deep understanding of mathematical concepts through multistep problems and concrete illustrations that demonstrate how abstract mathematical concepts are used to solve problems from different perspectives. We use Singapore Math for these reasons:

- **Top Test Scores:** Singapore math students outperform the rest of the world. With outstanding results achieved by students throughout the world using this curriculum including Pacific Rim Countries and northern European countries, we use this quality program to give our students the mathematical foundation they need to compete in our future global economy.
- **Emphasis on Math Concepts:** Singapore Math emphasizes mastery of math concepts and training students to connect different mathematical ideas using words and word problems. Singapore Math uses traditional math problem solving while also encouraging participation in mental math exercises, solving math problems in their heads without pencil and paper. Because it is logical and conceptual, it works with students of all levels, and is well supported with auxiliary workbooks, review books and software.
- **Greater Focus:** Singapore math students focus intensely on a handful of topics. In contrast to the U.S., where many state standards require dozens of topics to be

covered in each grade and too many objectives, Singapore math teaches the most important math skills to mastery. While most U.S. math curriculums can be described as "a mile wide and an inch deep," Singapore Math goes deep, focusing on the most important math skills to develop mastery of the material.

3(i)(c) Spanish Immersion

We believe a quality educational program needs to include learning a second language to enable our students to compete in tomorrow's global economy. Studying a second language increases the student's cognitive flexibility, the ability to mentally shuffle material, significantly improving problem solving abilities, and also leads to greater understanding of the world we live in. Benefits of bilingualism (as cited by CARLA, the Center for Advanced Research on Language Acquisition) include:

- Students score higher on verbal intelligence tests.
- Students have greater linguistic awareness and mental flexibility.
- Students have greater understanding and are able to communicate with people from their community and other countries.
- Students get a head start on educational language requirements.
- Students have increased job and career opportunities.

Students also learn about different cultures in our program. By becoming aware of different cultures, students gain a wider perspective on the world and more tolerance, appreciation, and respect for the differences in everyone. The more we learn about other cultures, the less misconceptions and stereotypes exist.

3(i)(d) Assessment Process

In order to ensure we have a quality program and that students are achieving, Arco Iris conducts several types of assessments. To assess our student's continuous growth in all subject matter, Arco Iris follows a process that balances formative and summative assessments.

Formative assessment takes place in every step of the student's learning process. These assessments are made through a variety of techniques like quizzes, exercises in their notebooks, reading comprehension activities, etc.

At the end of every instruction unit, teachers design summative assessment tools that give the necessary information about what the students learned. The results of both kinds of assessment are registered in the trimestral progress report.

Annually our students, as appropriate for their grade level, take state assessment tests called the Oregon Assessment of Knowledge and Skills (OAKS). This assesses students' progress against state standards for Math, Reading, Social Studies and Science. Writing is not currently evaluated at the state level but our school does conduct annual writing assessments of our students using internal reviewers as well as external resources from the NW Educational Services District.

For language assessments, Arco Iris utilizes the SOPA and ELLOPA assessments based on ACTFL Proficiency Guidelines. This tool allows teachers to place their students in the different proficiency levels established by the American Council on the Teaching of Foreign Languages (ACTFL). Teachers assign ratings in four skill areas—oral fluency, grammar, vocabulary, and listening comprehension—based on

observations of students' daily use of the second language in the classroom setting. This feedback helps us to enhance instruction to maximize student learning.

3(i)(e) Instructional Practices to be used

In an immersion setting, two teaching techniques will be incorporated, Differentiated Instruction and Immersion Teaching Techniques, to achieve effective learning.

Differentiated Instruction: We believe differentiated instruction, where students are matched with tasks compatible with their individual needs, is part of a providing a quality educational program. The curriculum at Arco Iris will be differentiated in these ways:

- Depth – learner's are challenged by enabling them to venture further, deeper, and more elaborately into the area under study.
- Complexity – learner's understanding of the areas under study by asking the student to make connections, relationships, and associations between, within, and across subjects and disciplines.
- Novelty – students will gain a personal understanding of the area under study or constructing meaning of knowledge in an individualized manner.
- Acceleration or Pacing – altering the pace or speed of learning and providing more sophisticated resources for learning also challenges learners.

Immersion Teaching Techniques: Because national student achievement is measured in English, Arco Iris teachers will be required to manage acquisition of all subject areas in English and simultaneously in Spanish. Our teachers will accomplish this by utilizing the Immersion Teaching Strategies based on research from the Center

for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota:

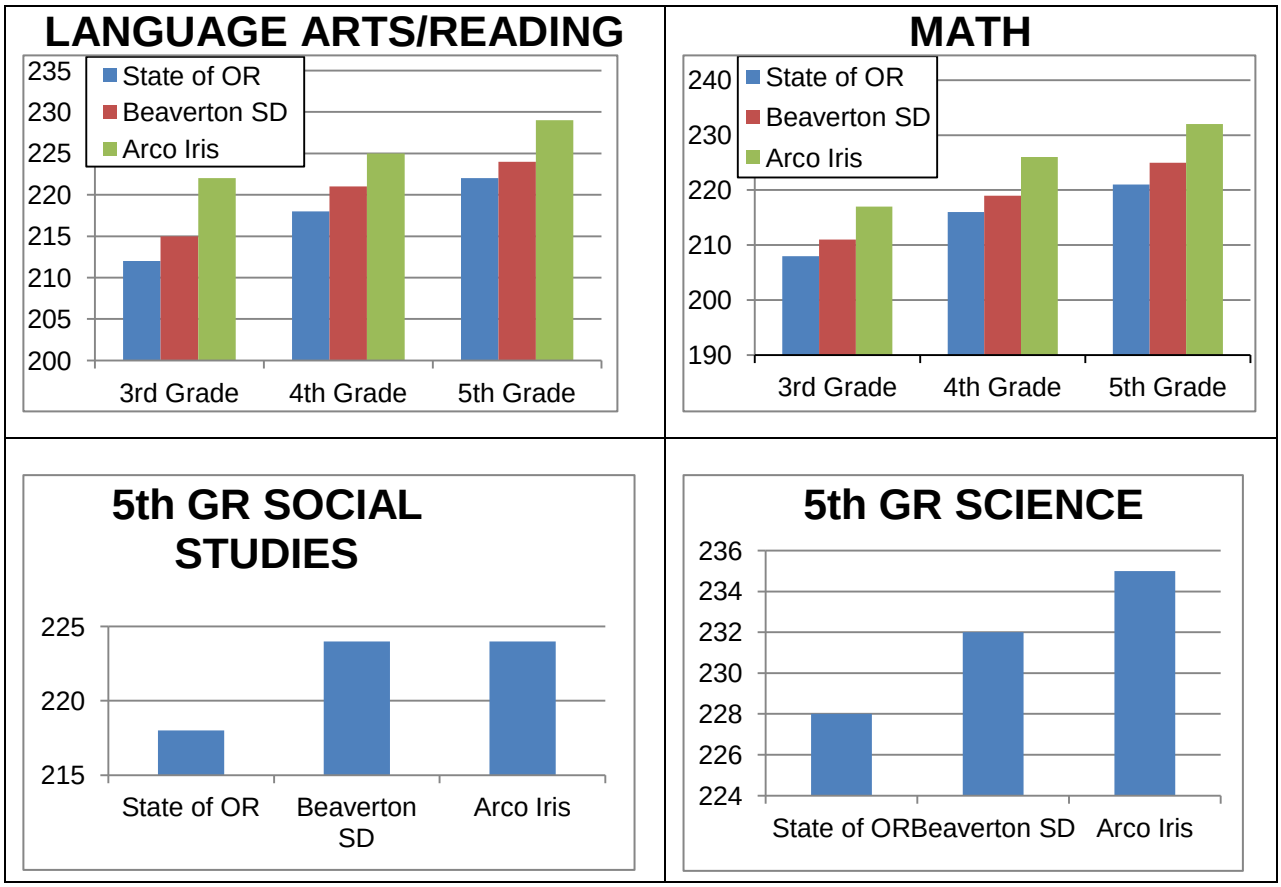
- Integrate language, content, and culture
- Attend to continuous language growth and improve accuracy
- Make input comprehensible
- Create an L2-rich learning environment
- Use teacher talk effectively
- Promote extended student output
- Attend to diverse learner needs

3(i)(f) Program Results

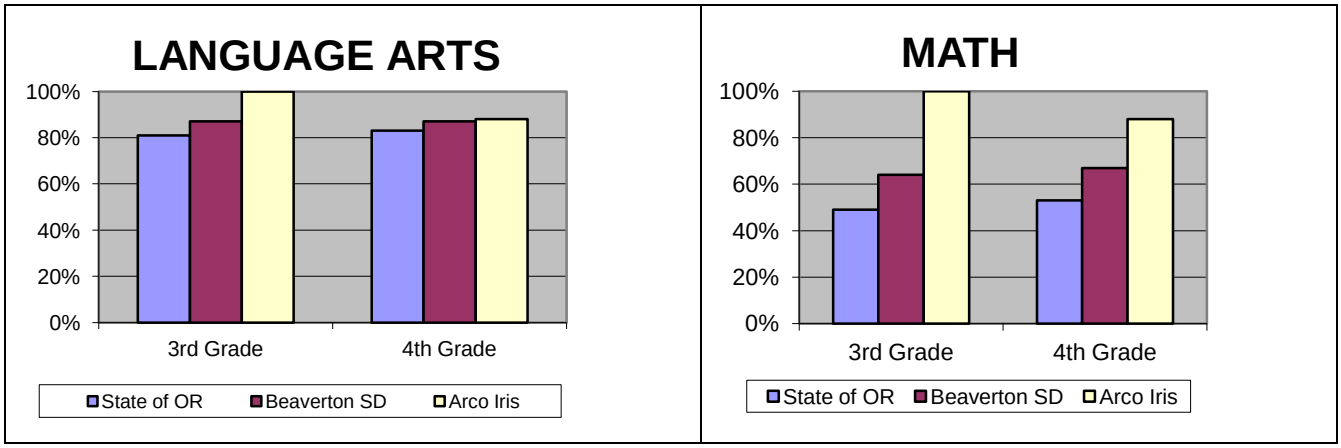
We believe our overall program components, including Singapore Math, Spanish Immersion, our Assessment Processes and Instructional Practices are providing a high-quality educational program where our students are achieving at a high level in math and acquiring a second language. Results have been impressive so far. In the second year of operation student scores continue to be among the best in the state. It is very evident that our Singapore Math program and effectively two language arts classes (English and Spanish) are propelling our students to the top ranks. The results for the first 2 years are below:

Oregon Assessment of Knowledge and Skills (OAKS)

2011-2012 Scale Scores, as of March'12:



2010-2011 OAKS Scores:
(Students meeting or exceeding state standards)



3(ii) The extent to which the proposed project will assist educationally disadvantaged students in meeting State academic content standards and State student academic achievement standards (3 points).

Arco Iris is committed to inclusion and acceptance, supporting all students by identifying individual learning styles, needs and interests. While the School District receives all special education funding for eligible students attending Arco Iris, and retains all responsibility for identifying eligible students and delivering special education services to students, Arco Iris teachers and staff assist the School District and IEP teams in the delivery of services as required under applicable state and federal law. Such assistance includes notifying the District when a student with a disability enrolls, participation in IEP team meetings, consultation and coordination with District special education staff, and otherwise working with District staff to assure that all eligible students properly receive the special educations services to which students are entitled.

We believe our blended classroom approach is an especially good support system for **educationally disadvantaged students.** We use blended classes where students from two traditional grade levels are taught in the same classroom. Students are taught at their instructional level, which may be independent of their grade level. An educationally disadvantaged student who is struggling will not be ostracized or singled out by having to leave the classroom and attend separate training. They will be able to stay in their own class working at the level appropriate for them. In Math instruction for example, students may all be learning about integers, but they will be assigned class work out of 1 of 4 different folders depending upon their level. As the students move up or down within a specific mathematical topic, they will be assigned work from the folder that is

appropriate for the level of difficulty and pacing they need in that specific topic. In one topic they may be working from the 4th folder with the more complex problems, in another topic they may be receiving work from a lower level packet. We try to differentiate as much as possible to teach to the level and pacing that keeps each student challenged at their appropriate level.

We also try to address differences in economic backgrounds by requesting students to follow a dress code. Dress codes promote unity, teamwork, and safety; and provide a level of equality for all students regardless of their economic situation. Students wear either solid red or solid white shirts; navy blue or khaki slacks/skirts.

If a student is found to need special educational programming and services, the District is responsible for ensuring the provision of these services. An Individualized Educational Program (IEP) will be developed and implemented for the student. Arco Iris will have a staff member participate on the IEP team for the student, to work with the IEP team to determine how to meet the goals of the IEP and how to arrange for any special accommodations and services required.

3(iii) The quality of the strategy for assessing achievement of the charter school's objectives (15 points).

At Arco Iris, we follow a plan for frequent assessment of student performance so we can ensure each student is progressing satisfactorily and we can modify teaching strategies if changes are deemed necessary. Listed below are the different assessment tools we utilize.

Assessment	Purpose	Use	Frequency
Development Reading Assessments (DRAs)	Assesses English reading fluency and comprehension.	Places students in appropriately leveled reading groups and tracks progress throughout the year.	Beginning, middle, end-of-year.
Spanish Proficiency Evaluation	Provides an evaluation of each students proficiency in oral and written communication	Assists in placing students in appropriately leveled Spanish groups and tracks end-of-year progress.	At the end of each trimester.
Benchmark Assessments for all Subjects (Science, Social Studies, PE)	Assesses and tracks ongoing progress of our students on a regular basis.	Guides teaching strategies for students' daily learning. Identifies specific learning gaps and individual, ongoing needs of our students.	Weekly; end-of-unit; and beginning, middle, end-of-year.
Singapore Math Assessments • Minute Math • Chapter tests • Cumulative tests	Assess and tracks ongoing progress of mental math skills.	Guides teaching strategies for daily learning at an individual level.	Weekly.
Writing Samples	Measures and assesses student's performance and growth regarding the writing process.	Guides teaching strategies and to identify learning gaps in student's writing.	Weekly, end-of-unit; and beginning, middle, and end of year.

Reporting Continuous Growth: Progress Reports and Parent/Teacher Conferences:

At the end of each trimester, parents receive a progress report that summarizes the students' learning and growth. The progress report was designed based on State of Oregon standards and Beaverton School District learning targets and serves as a guide to provide a challenging and rigorous educational program. Twice a year, in the Fall and Spring, we hold Parent/Teacher Conferences for teachers and parents to meet formally to discuss student progress and areas of improvement.

Additional Assessment Tools: Assessment Based on State Standards:

- Third, fourth, and fifth graders take the Oregon Assessment of Knowledge and Skills (OAKS) reading and math assessments.
- Students who qualify for the English Language Proficiency Assessment (ELPA) are tested to identify students eligible for English language learner (ELL) services.

3(iv) The extent of community support for the application (8 points).

Note: The Secretary encourages the applicant to describe how parents and other members of the community will be informed about the charter school and how students will be given an equal opportunity to attend the charter school. The applicant is also encouraged to describe and provide evidence of community support for the proposed project.

Arco Iris has a wide range of supporters including Beaverton Mayor Denny Doyle; Washington County Commissioners, local immersion preschools (Pasitos; and Amaguitos), colleagues working in immersion schools in the area, and the parent community. Please see in the Attachments section a signed petition with over 450 signatures of supporters from our school as well as community members who acknowledge their support for our school in going for this grant. We are also thankful to have letters of support from Senator Merkley and Congresswoman Bonamici, as well as from Intel Corporation, Nike, and our Beaverton School District School Board Chairwoman.

Arco Iris uses various forms of communication to inform the public about the school. Arco Iris has a web-based presence with its own site, a Facebook page, blog, and a space on the Beaverton School District site. Google Ad Words is set up to drive traffic to the school web site based on key word searching.

Arco Iris hosts Open Houses and Information Nights to allow parents to learn more about the school and visit with teachers. Both English and Spanish speakers are in attendance and flyers distributed throughout the county promote the events in both English and Spanish.

To ensure students have equal opportunity to our school, a lottery process is used if necessary. Once we determine the number of spaces available in each classroom, then priority admittance goes to:

1) New students who are children of school founders.

2) New students who are siblings of current students.

3) New students who are residents of the District.

4) New students who reside outside the District.

At each point in the process, if there are more such applicants than there are spaces available, a lottery will be conducted to determine which are admitted; those not admitted will, by lottery, be placed on the waiting list in the order selected. After the enrollment process is complete, including during the school year, additional students who apply will be added to the waiting list in the order the applications are received.

3(v) The extent to which the proposed project encourages parental and community involvement) (3 points).

Our parents are asked to volunteer at our school at least 20 hours per year. We have several committees that they can participate in to support the development of our school:

- Parent Teacher Organization – the PTO coordinates the volunteers at our school and runs events like our Winter Performance, our annual Auction Night, and our end of the year Spring Cultural Event. The PTO oversees the following volunteer groups: Fundraising Committee, Outreach Committee and Enrichment Team.
- Site Committee – The Site Committee is a group of elected parents who meet monthly with our Management Team to provide insight and input into how the school is running from their perspective. Instead of letting issues build, it enables our Management Team to brainstorm and solve issues together with our parents. Together these two teams have helped created processes and procedures for the stable running of our school.
- The Fundraising Committee – coordinates all fundraising activities including: restaurant nights, grant writing, and the Annual Auction.
- The Outreach Committee – schedules community outreach events, creates our school flyers and brochures for Open Houses and Info Nights.
- The Enrichment Team – this group of parents is responsible for developing enrichment programs to add to our school curriculum. For example, we now participate in Junior Achievement's BizTown where our 4/5th graders learn to run an economy; Jaguar's Reading Program, where everyone who logs their reading is eligible for monthly prizes; and a Jaguar's Run program, where kids can run during lunchtime and accumulate miles towards running a 26 mile marathon throughout the year. We also have a chess club and Lego Club due to the efforts of these parents.

- Members of the community volunteer at our school and have helped with tutoring students who needed extra support in math and reading; with our Auction Night; and supporting our efforts in securing a larger venue for our school. We have also had retired teachers come and assist with Developmental Reading Assessments (DRAs).

A major initiative for the school, aside from the rich academic curriculum, is to provide more access to contract specialists. Currently, many parents volunteer to serve in roles that most schools have on staff. Currently, parents fulfill some of the following roles:

- Librarian
- Vocal Performance
- Dance Performance
- Art Literacy

We are extremely proud of how our parents and community are involved and engaged in making sure our school and students are as successful as possible.

3(vi) Quality of project personnel (22 points).

The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers--

3(vi)(a)The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability (2 points);

We encourage applications for employment from underrepresented minority groups in several ways. First, in our hiring practices and managing our school, we follow our non-discrimination policy:

> "*Arco Iris Spanish Immersion Charter School, along with the Beaverton School District, recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment."*

Teachers are recruited through EDZapp, the Oregon Professional Educator's Fair, and key networking. During this process, a native Spanish speaker is available to communicate with potential Spanish speaking candidates as well as visiting teacher candidates. Care is taken to ensure no bias against potential candidates in the application, interview, and selection process, and during employment.

To ensure we hire the most capable teachers and ensure that there is no bias, initial interviews are conducted via the phone. This way all applicants have an equal chance at a second interview and any initial bias is side-stepped. Once we qualify candidates, the applicants complete our 5th grade Singapore math test, provide a writing sample, and teach a lesson to the students. This has resulted in hiring teachers that can draw excellent results from students but could have been overlooked otherwise in the review process.

3(vi)(b)The qualifications, including relevant training and experience, of key project personnel (20 points).

To ensure that we deliver a quality program and promote student learning, all classes at Arco Iris are taught by Highly Qualified teachers. All English Language Arts classes are taught in English by a teacher proficient in the English language. All classes taught in Spanish are taught by a bilingual Spanish/English teacher with native or near-native proficiency in Spanish. All teachers providing programs specialized for ELL Students are taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement. All Arco Iris teachers are appropriately licensed or on the charter school registry maintained by the Oregon Teachers Standard Practices Commission (TSPC).

We are fortunate to have many experienced people on our team with in-depth knowledge of how to launch a high-quality charter school that is innovative and effective.

To provide knowledge on **launching a high-quality charter school** and guide us in **developing an innovative school design** is our Principal, Maureen Childs. Ms. Childs has a Bachelor of Science in Education and was Chairwoman of the Corbett Charter School for 12 years. At Corbett, students average taking 6 Advance Placement (AP) classes during high school and the high school has regularly been named as one of the top 10 high schools in the nation by Newsweek Magazine. She has in-depth experience in managing a charter school and insight in how to make sure the students and school are successful.

Also on the start-up team to help us launch a **high-quality charter school and develop an innovative school design**, is Mr. Sloan Presidio, Deputy Superintendent of the Tigard Tualatin School District. Mr. Presidio participates as a School Board Member, and has a Doctorate of Education as well as a Juris Doctor from the University of Oregon. Previous to being the Deputy Superintendent, Mr. Presidio was a high school Principal as well as a teacher. He helped us develop our School Plan and provides regular mentoring for staff as processes and procedures are developed.

For relevant **non-profit organization management and leadership**, we rely on Ms. Danielle Siver, who is currently the school's Co-Chair of the School Board. Ms. Siver currently consults for non-profits and small businesses seeking strategic project management and philanthropic integration. Formerly, she served as development director for several non-profits overseeing all fundraising activities including: individual giving, corporate sponsorship, grant writing, major gifts, and event fundraising. Ms. Siver was one of the original founders of the school.

Also providing non-profit organization management and leadership is Ms. Mary Taylor, currently serving as the Chairwoman for the School Board. Ms. Taylor is also one of the original founders of the school. She did fundraising for years for the National Childhood Cancer Foundation as well as started up and ran a mentorship program for 5 years for at-risk high school girls. Ms. Taylor has worked in the high-tech industry, including at Intel and Hewlett-Packard, for over 20 years and brings extensive project managements skills to the team.

To ensure **effective curriculum development and implementation**, we have hired Ms. Mercedes Gomez as our Curriculum Director. Ms Gomez, a 30-year administrative veteran with teaching experience, has a successful history of developing and implementing curriculum and school operations. She comes to us from Mexico City where she was a teacher and administrator. For 6 years, Ms. Gomez was a Principal overseeing the opening of an English Immersion School and Music Conservatory which included an elementary, middle, and high school. One of her greatest accomplishments was when her school was named one of the top three private schools in the state, in only two years. Ms. Gomez holds a Bachelor's Degree in Teaching and Pedagogy. She brings her vast experience and knowledge of language immersion, administration of schools, and teaching to Arco Iris.

Providing **strong fiscal management** for our school is Mr. Jim Mullaney, Treasurer, along with the True Blue Accounting firm. Mr. Mullaney is a CPA who works in a private practice that includes consulting for non-profits and was the original developer of our school's budget. Mr. Mullaney has been the Finance Chair at a private school for 10 years and understands in-depth how develop and manage school budgets. We partnered with the True Blue Accounting Firm to make sure our accounting practices are completely in accordance with generally accepted accounting practices. True Blue Accounting has several other charter schools as clients and has the experience to offer guidance and advice with ensuring we follow strong fiscal practices. We also have retained a municipal auditor and have successfully completed two audits without any major findings.

The Arco Iris School Board is experienced with committed members who are devoted to the school. These Members provide **sound Board governance** through a variety of operational measures.

- VISION: The Board established a mission and vision for student achievement that is shared by the school board, Principal, staff, and community. The Board sets a strategic plan for the school annually and uses this for its decision-making.
- STANDARDS: The Board has set clear learning standards for student achievement. Learning Targets are based on Oregon Department of Education's standards as well as our sponsoring district's learning targets.
- ASSESSMENT: The Board has reviewed and approved an assessment system that regularly measures individual student progress toward standards. The Assessment plan is communicated to our parent community and results are published regularly.
- ACCOUNTABILITY: The Board has established a strong accountability process with the district in which progress reports on student and school performance are shared. Monthly, quarterly, and annual financial reports are also shared with the district. In addition, a municipal audit is conducted annually.
- ALIGNMENT: The board reviews and aligns resources to ensure that students are meeting and exceeding standards.
- CLIMATE: The Board creates a positive learning environment for improving student achievement. Students are recognized through our Positive Behavior & Intervention System (PBIS) to promote positive behaviors.

- COLLABORATIVE RELATIONSHIPS: The Board works to build and maintain collaborative relationships with the Principal, and the Management Team for the effective functioning of our school. Roles and responsibilities and staff job descriptions have been established to operate a cohesive entity. The Board also has established strong relationships with the City Mayor, State Senators and other key political and business leaders to develop support for student achievement as a top community priority.
- CONTINUOUS IMPROVEMENT: The Board is committed to continuous improvement for student achievement. In collaboration with the Management Team, a School Improvement Plan is set annually and communicated to the parent community and district.

Please see the Other Attachments section for copies of the following documents:

(ii) a. Key personnel's resumes

- Maureen Childs, Principal
- Mercedes Gomez, Curriculum Director
- Jim Mullaney, Board Member
- Sloan Presidio, Board Member
- Danielle Siver, Board Vice-Chairwoman
- Mary Taylor, Board Chairwoman

(ii) b. Management Team's Roles & Responsibilities

(ii) c. Board and Principal's Working Agreement

(ii) d. Principal's Job Description

(ii) e. Curriculum Director's Job Description

(ii) f. Director of Operations and Admission's Job Description

3(vii) Quality of the management plan (16 points)

In our initial charter agreement, we established a School Plan with student performance goals, objectives, class sizes, enrollment growth rates, plan for salaries, types of teachers needed, curriculum to be used, even different expertise needed for Board of Director positions. Our School Plan, attached in the Other Attachments Section, has been formalized to include the following components that can be shared with our school parents and the community:

- School Goals
- Curriculum
- Assessment Tools
- School Improvement Plan
- Learning Targets
- Fiscal Budget

Our progress against plan is reviewed monthly at School Board Meetings. The Board hears comments from school parents and the community, as well as feedback from the Principal and Curriculum Director on how the school is doing. We review the budget, our growth plan, and course correct as needed. In April of each year, a survey is sent to parents for feedback on teachers and improvements they would like to see. This feedback is incorporated into the School Improvement Plan that is developed each Spring for the following year, including a review of the budget, school size, and salaries.

In order to manage to our School Plan, we documented clearly defined roles and responsibilities for our Board members and key personnel. The Board of Directors sets

the vision and objectives for the school, including approving the curriculum. The Management Team implements the curriculum, learning targets, and assessments in order to meet the objectives. The Director of Operations and Admissions assists and supports the Management Team in the daily operation of all administrative activities. Together they develop and maintain clear and effective procedures for the operation and functioning of the school dealing with building maintenance, personnel communication, office operations, and emergency procedures. They ensure compliance with all laws, board policies and civil regulations.

Job descriptions for key personnel are attached in the Other Attachments section. Below is a partial portion from our School Plan; please see the attached School Plan for full details.

Areas of Focus at Arco Iris	Math	English Language Arts	Spanish Language Arts	Science	Social Studies
Adopted Learning Targets and Benchmark Alignment	Targets cover Beaverton School District and the State Standards and are enhanced by the Singapore curriculum	Beaverton School District	Beaverton School District English Language targets, ACTFL rubric; Arco Iris grammar matrix; also includes cultural study targets	Beaverton School District and The National Science Education Standard	Beaverton School District and National Council for Social Studies
Selected Curriculum	Singapore Math - Primary Mathematics	Houghton Mifflin StoryTown; Lucy Calkins and Beth Neville: Units of	Scott Foresman Lecturas (reading and comprehension); SymTalk (oral and listening);	Houghton Mifflin Science Discovery Works AND Ciencias by Houghton Mifflin	Expectations of Excellence: Curriculum Standards for Social Studies; History

		Study for Primary Writing	Leveled readers		Alive: America's Past (4th and 5th)
Supplemental Materials and Activities	Math Minutes: computational skill building; Fraction and Geometry supplemental workbooks		leveled readers for native Spanish speakers		Libros de Texto Gratuito de la SEP (National curriculum of Mexico - history, geography and civics)
Assessment Summary (in addition to state OAKS tests)	Unit tests; math minutes	DRA; unit tests, writing prompts and assessment	ELLOPA, TOM-SOPA, SRA, AI Language Assessment	end of unit assessments	end of unit assessments

3(viii) Existence and quality of a charter or performance contract between the charter school and its authorized public chartering agency (15 points)

Attached in the Other Attachments section is a copy of our approved charter contract, executed in 2010. Our charter agreement describes how student performance will be measured in Section 5.6 titled Student Assessment. Assessments include:

- Administering the American Council of Teaching Foreign Languages (ACTL) rubric of proficiency every fall and spring of each school year.
- Administering to each student each school year the Oregon Assessment of Knowledge and Skills (OAKS) to the extent the District requires its students to take such assessments.

- Administering to each first-, second-, third-, and fourth-grade student in the fall and spring of each school year, the Early Language Listening and Oral Proficiency Assessment (ELLOPA)
- Administering to each fifth-grade student in the fall and spring of each school year, the Center of Applied Learning's Oral Proficiency Assessment Exam; and
- Administering to each ELL student each school year, the English Language Proficiency Assessment.

In addition to these measurements, our school utilizes additional formative and summative measurement tools as listed in our School Plan above.

3(ix) The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school (3 points)

Arco Iris has been afforded wide latitude in implementing an innovative and effective educational program for students. Actions supporting this point are as follows:

- Arco Iris is a separate financial, legal entity and has autonomous control over the budget. Quarterly reports for accountability are provided to the District as a part of the on-going review process. The Board selects the municipal auditor of choice to conduct an annual financial audit.
- Arco Iris hires and manages staff without input from the Beaverton School District provided that we follow charter law in hiring licensed and/or registered teachers.
- Arco Iris selects our own curriculum to implement from the list of approved curriculums identified by the Oregon Department of Education.
- Arco Iris sets a school calendar independent of the District. Arco Iris implements a longer school day and slightly longer school year than the District.

- The daily operation and functioning of the school is managed by the Management Team, which includes the Principal, Director of Operations and Admissions; and Curriculum Director. The District is not involved in daily operations.

We feel fortunate in having a good working relationship with the District liaison and School Board. They are confident in our team's abilities and the results we are producing, and support our innovative approaches, including Spanish immersion, Singapore Math, and blended classrooms.

Thank you for your consideration, we greatly appreciate it!

Sincerely,

Mary Taylor
School board Chairwoman
Arco Iris Spanish Immersion Charter School

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** Assurances_includes statement.pdf

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

Tracking Number:GRANT11152525 Funding Opportunity Number:ED-GRANTS-041312-001 Received Date:2012-06-06T13:59:54-04:00

Attachment to Assurances Document

(h) A statement as to whether or not an applicant for planning and implementation funding has previously received funding for this program either through a State subgrant or directly from the Department.

The Arco Iris Spanish Immersion Charter School had previously been awarded a subgrant through the 2008-2011 Oregon Public Charter School Incentive Grant Program, administered through the Oregon Department of Education (ODE). We had just completed the 1st part of the Implementation Phase but found out August 9, 2011, that our remaining year on the grant, Phase II of Implementation totaling $200,000, would not be funded.

The loss of funding was due to the Oregon Department of Education mis-communication with the US Department of Education about finishing off a previous grant, issued for 2005-08, before dipping into the 2008-11 charter grant. It unfortunately resulted in a loss of funding for Oregon charter school grants. Please see the included article below on this.

We only received the news 3 weeks prior to the 2011-12 school year and had to immediately slash our budget by 30%! This severely impacted our ability to complete our charter school implementation. The cost of living index calculates Oregon at 115, approximately 15% above average, yet our average teacher salary is much less than national average at below $40K/year. It is difficult to attract and retain teachers when we have to take funds from teacher salaries to purchase books and furniture for the school. Needless to say, we significantly restricted our purchases this year.

As a result, our school has no library, no tech lab, no formal music/art program or playground. PE consists of running around the church parking lot where our school is located. We have no counselors, librarians, gym teachers, or any specialists to assist our students. Our teachers teach all subjects and therefore have no planning time. We must release students early 1 day each week to allow time for the staff to do planning together. Even that is not enough. All of our student desks, chairs, cafeteria tables, etc, are purchased used from a local liquidation company. Parents volunteer time and elbow grease to make it as welcoming as possible to students.

We are in desperate need of funding to complete our implementation and respectfully request the Secretary to approve this do-over request for funding to our school. We are very grateful for your consideration.

Sincerely,

Mary A. Taylor
President
Arco Iris Spanish Immersion School

Oregon Department of Education
255 Capitol Street NE
Salem, OR 97310

Oregon Charter School Program
August 9, 2011

TO: Charter School Developers

FROM: Susan Inman, Director of Learning Opportunities, Options and Supports

RE: 2008-11 Charter School Program Grants

We have recently received notification from the US Department of Education (USDOE) that we will be receiving no further funding for Charter School planning/implementation grants authorized during the 2008-11 grant period.

Unfortunately, without the federal grant, we are unable to provide further funding to our subgrantees for the implementation or continued implementation phases of current grants. If you have a Subgrant Award Notice for funding, those funds are still available. If you are moving to a subsequent phase, as in the past, you will need to submit a progress report, and if money becomes available to ODE, you will be funded in the order progress reports were received.

The Oregon Charter School Program (CSP) made grant award commitments based on the distribution of grant funds obligated by the US Department of Education to the Oregon Charter School Program as follows:

The grant 2008-2011 award amount was to be $16.5 million over three years. Oregon Charter School Program (CSP) initially received a lump sum payment of $9.5 million in 2008. The remaining amount to be distributed was anticipated to be $7 million. We then received a distribution in October of 2010 to the CSP of $595,305.00, bringing the total distributed to $10,095,305 million, resulting in a shortfall of $6,404,695 from the original $16.5 million dollar award.

ODE staff have made inquiries as to why the federal grant award was apparently reduced and are still awaiting a response.

We are aware of non-SEA grant competition from the US Department of Education. The Charter Schools Program has just announced a new Non-State Educational Agency competition with an application deadline of August 24, 2011 at 4:30:00 p.m. EST. To find detailed application information, go to:
http://www2.ed.gov/programs/charternonsea/applicant.htm

Additional Information regarding this program can be found at
http://www2.ed.gov/programs/charternonsea/index.html

Charter school developers and current Oregon SEA sub-grantees still within the 36 month performance period (planning and implementation) of their Charter Schools

Program (CSP) sub-grant may apply to the current Non-SEA CSP competition of the U.S. Department of Education.

For the schools that have a current planning or implementation grant from the Oregon SEA, these sub-grantees (within their application to the Department's Non-SEA competition) will have to ask for a waiver of Section 5202(d)(1) of the ESEA. Within this waiver request, the sub-grantee will have to tell the Department what stage of CSP funding they have received (Planning, Implementation) and how much CSP funding they have already received.

Section 5202 of the ESEA states the following:

Grant to Eligible Applicants

Grants awarded by the Secretary to eligible applicants or sub-grants awarded by State Educational Agencies to eligible applicants under this subpart shall be for a period of not more than 3 years, of which the eligible applicant may use –

(c) Program Periods –

> **(2) Grants to Eligible Applicants** -- Grants awarded by the Secretary to eligible applicants or sub-grants awarded by State Educational Agencies to eligible applicants under this subpart shall be for a period of not more than 3 years, of which the eligible applicant may use:

(A) Not more than 18 months for planning and program design;
(B) Not more than 2 years for the initial implementation of a charter school; and
(C) Not more than 2 years to carry out dissemination activities described in section 5204(f)(6)(B).

(d) Limitation – A charter school may **not** receive --

(1) More than one grant for activities described in subparagraphs (A) and (B) of subsection (c)(2); or
(2) More than one grant for activities under subparagraph (C) of subsection (c)(2).

We plan to initiate another federal grant application in anticipation of a grant round for the 2012 – 2015 grant award cycle. As always, the Oregon Charter School Program staff will do our best to provide resources and support to our current and future charter schools and their sponsoring districts.

Feel free to contact Margaret Bates at Margaret.Bates@state.or.us, (503) 580-3613 if you have any questions.

Loss of grant funding hits Oregon charter schools hard

Published: Thursday, October 13, 2011, 6:21 PM Updated: Friday, October 14, 2011, 10:12 AM

By **Wendy Owen, The Oregonian**

Charter schools across Oregon learned three weeks before school started that they would not receive up to $225,000 each in grants from the state.

From Portland to Bandon, school directors scrambled to fill the void, cutting supplies, counselors, computers, library materials and turning to parents for more donations. In a few cases, the loss of start-up funds may postpone schools opening until next year.

Charter school leaders want to know why they lost the expected funds and why they weren't told sooner. The state says the federal government is at fault; the federal government put the onus back on the state. Either way, it could have a long-lasting impact on the schools.

So far, the Oregon Department of Education has not secured future charter school funding, which comes through a federal grant.

"It's definitely a dark time for the Oregon charter school movement," said Jennifer Von Bork, project director at **Myrtlewood Montessori Academy** in Bandon.

Like many of the 27 public charter schools eligible for the money, Von Bork was relying on it for start-up costs.

The Academy may have to delay its opening for another year. The school was expecting about $200,000 to help pay for teacher training, furniture and supplies among other expenses.

"It's pretty devastating, actually," she said.

After the dust cleared, charter school leaders wanted answers.

The **Oregon Department of Education** pointed to the federal government, saying the U.S. Department of Education cut the final installment of a three-year charter school grant from $7 million to $600,000.

The **U.S. Department of Education**, however, pointed to a report filed by Oregon in June 2010, showing the state had used only $900,000 of the first $9.5 million given it in 2008 and opened just four charter schools. Oregon's total grant was supposed to be $16.5 million, but came in at $10 million.

"They had not used up all the funds," said Stefan Huh, director U.S. Department of Education Charter Schools Program. "They had not launched the expected number of charter schools."

Huh said $9 million is the equivalent of about 20 charter schools.

But officials with the Oregon Department of Education said there's more to the story than it appears.

Oregon funds charter schools over a three-year period and was finishing off a previous grant, issued for 2005-08, before it dipped into the 2008-11 charter grant.

It had used only $900,000 on four schools by the time the first report was due to the federal agency, according to Oregon Department of Education reports.

Since then, the state has spent the remaining $8.6 million on 48 charter schools, some in the process of opening and some already open, said Margaret Bates, Oregon Department of Education charter school specialist.

The state has used the same method in the past without a problem, said Ed Dennis, deputy superintendent Oregon Department of Education.

"We were being told we had a good track record," he said. "I think they have reinterpreted a long-standing practice and said it wasn't OK anymore."

Huh, who took over this year, said states are supposed to use the grants within the three-year window, and Oregon did not indicate it was using previous grant funds after being awarded a new grant.

"They should have communicated that to us," he said.

Charter schools are public schools usually operated by a group of parents or educators who are given more leeway in their approach to education. Most operate under a charter with a local school district, which passes on a minimum of 80 percent of the per-student state funding for each of the elementary charter school students. Oregon has more than 100 such schools.

The state helps kick-start new charter schools with the federal funding, which ranges from $56,000 to $225,000 and goes for planning and implementation. The money is restricted to certain items.

Arco Iris, the only charter school in the Beaverton School District, was expecting about $200,000 for its final phase. Leaders at the year-old school budgeted on a more conservative enrollment, said Mary Taylor, chairwoman of the Spanish/English immersion school board. "We still had to tighten our belts," she said.

The school bumped class sizes to 25, did not add computers to its lab of laptops, scrapped its library and reduced off-site teacher training.

In Scappoose, parents at the **Sauvie Island Academy** were outraged at the loss of $225,000, said Darla Meeuwsen, executive director of the 174-student school. The school had to eliminate supply and printing budgets, a counselor, digital cameras and other technology. It's looking for other grants and relying heavily on parents to help provide for the students.

"It's been an amazing effort, but it has been a tremendous strain on the school, especially finding out only three weeks before we opened our doors," Meeuwsen said.

Oregon learned about the reduction in September 2010, a full year before it notified charter schools, but it was expecting funds from a supplemental grant to cover the loss, Dennis said. This August, the state learned there was no funding for the supplemental grant.

"I believe my staff never thought that supplemental wasn't going to come through," Dennis said. "This one door was closed but this other was thrown open."

Dennis said he doesn't think the loss of funds will affect charter school growth in the state.

"I think we're going to see passionate people opening charter schools across Oregon," he said. "This is mission driven."

Oregon was not awarded a grant for the 2011-13 cycle, but plans to apply again in 2012.

CHARTER SCHOOL AGREEMENT
ARCO IRIS SPANISH IMMERSION SCHOOL

by and between

Beaverton School District No. 48

and

Arco Iris Spanish Immersion Charter School

PDXDOCS:1867018.11

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CHARTER SCHOOL AGREEMENT
ARCO IRIS SPANISH IMMERSION SCHOOL

This Charter School Agreement (this "Charter"), dated March ____, 2010, is entered into by and between Beaverton School District No. 48, an Oregon public school district (the "District"), and Arco Iris Spanish Immersion Charter School ("AISICS"), an Oregon nonprofit corporation, to establish Arco Iris Spanish Immersion School, an Oregon public charter school ("Arco Iris").

RECITALS

A. On July 14, 2009, Helping Minds Organization, an Oregon nonprofit corporation ("HMO"), submitted to the District an Oregon Public Charter School Application for Arco Iris, a copy of which is attached hereto as Exhibit A (the "Initial Application").

B. On September 11, 2009, the District prepared a memorandum addressing specific questions about the Initial Application, a copy of which is attached hereto as Exhibit B.

C. On September 22, 2009, HMO provided the District with information to supplement the Initial Application, a copy of which is attached hereto as Exhibit C (the "September 22 Supplemental Application Materials").

D. On September 22, 2009, the District's charter school review team delivered to the Board (as defined in recital G below) and to HMO its recommendation with respect to the Initial Application, a copy of which is attached hereto as Exhibit D.

E. On September 28, 2009, HMO provided the District with information to supplement the Initial Application and the September 22 Supplemental Application Materials, a copy of which is attached hereto as Exhibit E (the "September 28 Supplemental Application Materials") (the Initial Application, the September 22 Supplemental Application Materials, and the September 28 Supplemental Application Materials are collectively referred to as the "Application").

F. On September 29, 2009, the District's charter school review team delivered to the Board its updated recommendation with respect to the Application, a copy of which is attached hereto as Exhibit F.

G. On September 29, 2009, the District's school board (the "Board") approved the Application, subject to Board approval of this Charter.

H. Subsequent to submission of the Initial Application, HMO assigned its rights and obligations with respect to the Application to AISICS and AISICS assumed such rights and obligations pursuant to the Assignment Agreement attached hereto as Exhibit G (the "Assignment Agreement").

J. The parties intend that this Charter serve as the charter agreement for Arco Iris.

K. The recitals set forth above are contractual and are to be considered part of this Agreement and to be construed to effectuate this Agreement.

NOW, THEREFORE, in consideration of the foregoing contractual recitals and the mutual understandings, covenants, and payments herein described, and for other good and valuable consideration, the sufficiency of which is acknowledged, the parties agree as follows:

AGREEMENT

1. ESTABLISHMENT OF ARCO IRIS

This Charter is the written charter required under ORS 338.065(1) for the establishment of Arco Iris as a public charter school under ORS Chapter 338 (the "Act"), which authorizes public charter schools and generally describes their formation, operation, and funding.

2. TERM OF AGREEMENT

2.1 Initial Term. The term of this Charter shall commence on July 1, 2010, subject to the contingency described in Section 11.2, and will automatically expire on June 30, 2013, unless earlier terminated as provided herein. Nothing herein shall be construed to limit or restrict AISICS' ability to immediately commence preparations for providing educational services, including, but not limited to, leasing an educational facility and hiring staff, but Arco Iris will not begin providing educational services to its student population and the District will not incur any funding obligations until the 2010-2011 school year.

2.2 Renewal. If AISICS desires to renew this Charter, it must submit a written renewal request to the District at least 180 days before the then-current Charter term expires. Within 45 days after receiving the renewal request, the District must hold a public hearing about the request for renewal. Within 20 days after the public hearing, the District must notify AISICS of the District's intent about the renewal of this Charter. Within 35 days after the public hearing, the District must approve the renewal or state in writing the reasons for denying the renewal. If the District approves the renewal, the District and AISICS must negotiate a new charter school contract within 90 days after the date on which the District approved the renewal, unless the District and AISICS agree to an extension of the time. If the District does not approve the renewal, AISICS may address the reasons stated in the District's denial notice and any remedial measures suggested by the District, and submit a revised request for renewal to the District.

3. MISSION; GOALS; PHILOSOPHY

3.1 Commitment. Arco Iris has set forth in the Application the mission, goals, and philosophy described generally in Sections 3.2 to 3.4 below, and Arco Iris will implement its educational program in a manner consistent with its stated mission, goals, and philosophy.

3.2 Mission Statement. The mission of Arco Iris is to offer a solid education that includes Spanish immersion and a rigorous mathematical curriculum that will prepare students to be responsible citizens and lifelong learners with strong values.

3.3 Goals. The goals of Arco Iris are to prepare students to attain high academic achievement in Spanish and English; build the skills and knowledge that students will need to be successful in their future algebra classes; and become bilingual, biliterate, and multiculturally competent leaders.

3.4 Philosophy. The philosophy of Arco Iris is to provide an academically challenging, content-rich curriculum that holds high expectations for all students, including becoming fluent and literate in Spanish in addition to English; to develop strong, critical-thinking skills in all students; to provide a safe environment where all students are known, respected, and valued as individuals of great potential; and to establish a community that models and encourages character development, respect for diversity, and a sense of responsibility toward the community.

4. COMPLIANCE WITH LAWS

4.1 Applicable Laws. AISICS will comply with all applicable federal and state laws, local ordinances, and regulations, as amended from time to time, including, but not limited to:

4.1.1 All laws listed in ORS 338.115;

4.1.2 ORS 192.410 to 192.505 (public records law);

4.1.3 ORS 192.610 to 192.690 (public meetings law);

4.1.4 ORS 297.405 to 297.555 and 297.990 (municipal audit law);

4.1.5 ORS 181.534, 326.603, 326.607, 342.223, and 342.232 (criminal records checks);

4.1.6 ORS 337.150 (textbooks);

4.1.7 ORS 339.141, 339.147, and 339.155 (tuition and fees);

4.1.8 ORS 659.850, 659.855, and 659.860 (discrimination);

4.1.9 ORS 30.260 to 30.300 (tort claims);

4.1.10 Health and safety statutes and rules;

4.1.11 The statewide assessment system developed by the Department of Education for mathematics, science, and English under ORS 329.485(2);

4.1.12 ORS 329.045 (academic content standards and instruction);

4.1.13 Any statute or rule that establishes requirements for instructional time provided by a school each day or during a year;

4.1.14 ORS 339.250(12) (prohibition on infliction of corporal punishment);

4.1.15 ORS 339.370, 339.372, 339.375, and 339.377 (reporting of child abuse and training on prevention and identification of child abuse);

4.1.16 ORS 657 (employment department law);

4.1.17 ORS 338;

4.1.18 The Establishment Clause of the First Amendment to the United States Constitution;

4.1.19 Article I, Section 5 of the Oregon Constitution;

4.1.20 The Americans With Disabilities Act of 1990;

4.1.21 Section 504 of the Rehabilitation Act of 1973;

4.1.22 Any other statute or rule that is listed in this Charter; and

4.1.23 Any state and federal law relating to reporting of charitable contributions.

4.2 Elementary and Secondary Education Act. Arco Iris is subject to the assessment and accountability provisions of the Elementary and Secondary Education Act ("ESEA") that apply to charter schools, and Arco Iris will cooperate with all District efforts to ensure compliance with ESEA, including, without limitation, the potential designation of Arco Iris as a school in need of improvement, offering of school choice to Arco Iris students, corrective action, or restructuring to the extent that these provisions apply to charter schools. Arco Iris agrees to implement all conditions required by those designations; and will satisfy all other state and federal requirements with respect to assessment and accountability under ESEA that apply to charter schools.

5. EDUCATIONAL PROGRAM

5.1 Overview. AISICS agrees to design and implement the educational program described to the Board and in the Application, as amended by this Charter. The educational program must include the following:

5.1.1 All English Language Arts classes must be taught in English by a person proficient in the English language;

5.1.2 In first, second, and third grades, 75 percent of daily instruction will be given in Spanish and 25 percent in English;

5.1.3 In fourth and fifth grades, 50 percent of daily instruction will be given in Spanish and 50 percent in English;

5.1.4 Differentiated instruction in all classes;

5.1.5 Immersion teaching techniques will be incorporated in classes instructed in Spanish to ensure student success in Spanish learning acquisition;

5.1.6 The curriculum will be fully aligned with Oregon curriculum state standards, and the District's learning targets will serve as a guide for curriculum unit development and assessment;

5.1.7 The educational program implemented must meet the requirements of state and federal law, including, without limitation, Oregon content standards described in ORS 329.045, and other requirements concerning subjects of instruction and content standards;

5.1.8 Instructional materials will include the Primary Math (also known as Singapore Math), Harcourt *Story Town*, Zaner-Bloser handwriting materials, Houghton Mifflin *Science Discovery Works*, *Every Child a Winner*, and *Smart Moves* or other materials that align with the District's Learning Targets, applicable Oregon State Standards, and Arco Iris's education program set forth in the Application, so long as Arco Iris notifies the District in writing of its intent to utilize such a curriculum 60 days in advance of its use; and

5.1.9 Alignment with the District's goal for all students to show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and to be prepared for post-secondary education and career success.

5.2 Curriculum. Arco Iris must make a copy of its curriculum, including instructional materials, learning targets, and written philosophies and values, available for inspection by the District at Arco Iris during normal school hours.

5.3 Grades Served. During its first year of operation, Arco Iris may provide instruction to students in first grade through fourth grade. Arco Iris may use blended classes for the third and fourth grade. Each subsequent year, during the term of the Charter, Arco Iris may add one additional grade up to and including sixth grade.

5.4 Minimum Instructional Hours. Arco Iris will annually adopt and implement a school calendar which provides the students in each grade level with instructional hours in accordance with OAR 581-022-1620 and will ensure that those hours are met.

5.5 Educational Objectives. Arco Iris agrees to and commits itself to the educational objectives described in the Application. Those objectives include the following:

5.5.1 That all students develop into well-rounded individuals with a love of learning;

5.5.2 That all students master national, state, and District content standard requirements in all subjects with a special focus in English, Spanish, and mathematics;

5.5.3 That all students be able to solve problems using data and methods learned at Arco Iris, while retaining meaningful information and skills for life;

5.5.4 That all students be able to apply knowledge and skills obtained at Arco Iris in real-life situations; and

5.5.5 That all students have a clear vision of their responsibility to themselves, family, and community.

5.6 Student Assessment. Arco Iris will assess student performance (a) in the manner described in the Application, (b) as provided in ORS 338.115(1)(L), and (c) in a manner consistent with assessments administered by the District to its elementary students from time to time, including assessments required for any District two-way immersion programs. The assessments will include:

5.6.1 Administering to each student in the fall and spring of each school year the American Council of Teaching Foreign Languages rubric of proficiency;

5.6.2 Administering to each student each school year the Oregon Assessment of Knowledge and Skills ("OAKS") to the extent the District requires its students to take such assessment;

5.6.3 Administering to each first-, second-, third-, and fourth-grade student in the fall and spring of each school year, the Early Language Listening and Oral Proficiency Assessment;

5.6.4 Administering to each fifth-grade student in the fall and spring of each school year the Center of Applied Learning's Oral Proficiency Exam; and

5.6.5 Administering to each ELL Student (defined in Section 7 below) each school year the English Language Proficiency Assessment.

5.7 Student Achievement. All Arco Iris students must meet the District's learning targets for each grade level for each subject; and the average academic achievement of Arco Iris students must meet or exceed the average academic achievement for Barnes Elementary students enrolled in its two-way immersion program. The following procedure will be used to measure Arco Iris's performance towards meeting the student achievement requirements:

5.7.1 First Year of Operation. For Arco Iris's first school year of operation, Arco Iris will be deemed to have met the student achievement requirements of this Charter if 95 percent of its students have documented academic achievement and improvement during the initial school year. If less than 95 percent of Arco Iris's students have documented academic achievement and improvement during the initial school year, Arco Iris will be deemed to have not met the student achievement requirements of this Charter.

5.7.2 Second Year and Subsequent Years of Operation. During Arco Iris's second school year of operation, and each school year thereafter, Arco Iris will be deemed to have met the student achievement requirements of this Charter if the average academic

achievement of Arco Iris students, using assessment methods consistent with the practices in the District's two-way immersion classrooms, meets or exceeds the average academic achievement for Barnes Elementary students enrolled in its two-way immersion program for the same school year. The comparison of achievement of Arco Iris students and Barnes Elementary students shall be made on a grade-by-grade basis, and shall compare Arco Iris students in a particular grade against all Barnes Elementary students in that same grade if such student is enrolled in a two-way immersion program at the time of the assessment, except that any student who has been enrolled in an immersion program for one school year or less shall not be included in the calculations of student achievement for either Arco Iris or Barnes Elementary. If (a) the average achievement of Arco Iris students does not meet or exceed the average academic achievement for Barnes Elementary students enrolled in its two-way immersion program, and (b) 55 percent or more of the Arco Iris students fail to meet the average academic achievement for Barnes Elementary students enrolled in its two-way immersion program, Arco Iris will be deemed to have not met the student achievement requirements of this Charter.

5.8 Nonsectarian. Arco Iris must operate in all respects as a nonreligious and nonsectarian public school, and in no event may Arco Iris or AISICS be affiliated with any nonpublic sectarian school or any religious organization. But AISICS is not prohibited from leasing space or facilities from nonpublic sectarian schools or religious institutions.

6. ENROLLMENT

6.1 Generally. Student enrollment in Arco Iris is voluntary. All students who reside within the District and apply for and qualify for admission are eligible for enrollment at Arco Iris. If the number of applicants from students in the District exceeds the capacity of a program, class, grade level, or building, Arco Iris will select students through an equitable lottery selection process, in accordance with the terms of ORS 338.125.

6.2 Priority Admissions. After Arco Iris has been in operation for one or more years, it may give priority for admission only as permitted by ORS 338.125(1) to students who (a) were enrolled in Arco Iris in the prior year, or (b) have siblings currently enrolled in Arco Iris who were enrolled in Arco Iris in the prior year.

6.3 Nonresident Admission. Nonresident students may be considered for enrollment at Arco Iris after all resident students who have applied for and qualified for admission have been admitted, and only if Arco Iris has adequate space and staff to accommodate nonresident students.

6.4 Student Registration. Upon a student's admittance to Arco Iris, Arco Iris will ensure that an enrollment form, similar to the form attached as Exhibit F to the Initial Application, is completed for the student before he or she attends the first day of school.

6.5 Minimum Enrollment. Arco Iris must maintain an active enrollment of at least 25 students. Active enrollment for purposes of this Charter means the total number of eligible students enrolled in and regularly attending Arco Iris with fewer than ten consecutive days of absences. The District may terminate this Charter as a failure to meet the terms of this Charter

under Section 21.1.1 of this Charter, if fewer than 25 students have enrolled by August 15 of each year, or if enrollment falls below that number for two consecutive months.

6.6 Maximum Enrollment. The maximum number of students who may be actively enrolled in Arco Iris is limited to 100 for the first year of operation, 250 for the second year, and 300 for the third year.

6.7 Active Roll. A student must be entered on and withdrawn from Arco Iris's active roll in accordance with District policies and OAR 581-023-0006.

6.8 Nondiscrimination Standards. Arco Iris may not limit admission or discriminate against any person on the basis of ethnicity, national origin, race, religion, disability, gender, creed, color, ancestry, sexual orientation, income level, proficiency in the English language, or athletic ability, but may limit admission to students within a given age group or grade level. Additionally, Arco Iris may not discourage students otherwise eligible to attend Arco Iris, including any student with special needs, from applying to or attending Arco Iris.

6.9 No Dual Enrollment. Without the District's prior written approval, Arco Iris shall not permit a student to attend Arco Iris on a full-time or part-time basis if such student attends or is enrolled, on a full-time or part-time basis, in another public school, another public charter school, or a non-public school. If Arco Iris, or any of its teachers, employees, or staff becomes aware that any Arco Iris student is enrolled or attending another public school, another public charter school, or a non-public school on a full-time basis or part-time basis, Arco Iris will notify the District in writing within three business days and will request that the parent of such student take appropriate action to reduce the student's enrollment and attendance to one school.

7. ENGLISH-LANGUAGE LEARNERS

Arco Iris must comply with all federal, state, and local laws, ordinances, rules, and regulations, and all District policies regarding service to any student who is an English language learner ("ELL Student"), including without limitation, providing the services required under ORS 336.079, complying with Oregon content standards described in ORS 329.045, and complying with other requirements concerning subject of instruction and content standards. To enable ELL Students to acquire English language proficiency, Arco Iris must implement the ELL program described on the attached Exhibit H.

8. STUDENTS WITH DISABILITIES

8.1 Generally. Arco Iris will comply with all District policies and regulations and all requirements of federal and state law concerning the special education of school-aged children who are eligible under the Individuals With Disabilities Education Act ("IDEA"). The term "special education student" means a student or prospective student of Arco Iris who is eligible for special education and related services under IDEA or has an Individualized Education Program under IDEA ("IEP").

8.2 Application and Enrollment. The application for each student to seek enrollment at Arco Iris must ask whether the student has an IEP. For any prospective District resident student with an IEP, Arco Iris will notify the District as soon as possible, and a representative

from Arco Iris will attend the IEP team meeting at which the team will determine whether or not Arco Iris is an appropriate placement for the student. If the IEP team cannot meet before Arco Iris holds its enrollment lottery under Section 6.1, then the student will be included in the lottery as if the placement had been approved. Any student with an IEP whose application is accepted will receive a conditional acceptance, which will become final if the IEP team determines that Arco Iris is an appropriate placement.

8.3 Nonresident Students. ORS 338.165 applies to enrollment of any special education student who is not a resident of the District. Arco Iris and the resident school district of such a student shall enter into a written agreement for the provision of special education and related services to the student to the extent required or allowed by law. The District is not, in any way, responsible for these services or any costs related to them.

8.4 Administering IEPs. Although under ORS 338.165(2)(a) the resident school district of the special education student is responsible for providing any required special education and related services to the student, Arco Iris will work closely with the District and any other resident school district to ensure that the services are provided and will make any required accommodations. The parties recognize that there will likely be several methods or "delivery mechanisms" for providing these services, and because there is no way to know in advance the specific needs of all special education students who will enroll at Arco Iris, there is no way to specify in this Charter anything more than a framework for administering the IEPs. The framework is as follows:

8.4.1 The District is responsible for ensuring the provision of necessary special education programs and services for any District special education student, including development and implementation of IEPs, handling administrative proceedings, and providing necessary transportation and specialized services, and the District will retain all funding for its special education students, including additional funding pursuant to ORS 327.013(7)(a)(A);

8.4.2 The IEP team will evaluate the placement of each enrolled special education student during the school year, as the IEP team deems appropriate, and is responsible for the content of the IEP and the provision of a free appropriate public education for the student;

8.4.3 Arco Iris will be responsible to (a) have a staff member on the IEP team of each enrolled special education student, (b) work closely with the IEP team to determine how to meet the goals of the IEP and how to arrange for the special accommodations and services required, (c) abide by the IEP team's decision in all areas and not change a student's IEP without IEP team action, (d) provide substitutes for Arco Iris staff who are required to attend IEP meetings related to a special education student, and (e) comply with all District procedures, policies, and regulations, and the requirements of federal and state law concerning the education and discipline of children with disabilities;

8.4.4 If the IEP team determines that delivery of certain special education services is best provided by Arco Iris, AISICS will (a) ensure that its staff receives any training, licensure, or certification necessary for the delivery of such services, and (b) negotiate a separate contract with the District under which the District will compensate Arco Iris for the special education services that Arco Iris provides;

8.4.5 For those services that the IEP team determines would be best delivered by District employees, Arco Iris will cooperate with District staff to assist in the effective delivery of the services, which might include on-site or pull-out service delivery;

8.4.6 Unless otherwise agreed by the parties in writing, the District shall not be obligated to compensate Arco Iris for accommodations or modifications that Arco Iris is required to provide in accordance with federal and state laws concerning persons with disabilities; and

8.4.7 The District, in consultation with the IEP team, has the discretion to determine which specialized programs and services it will provide, if any, at Arco Iris, as opposed to at a District location. To the extent the provision of such services at Arco Iris causes Arco Iris to incur additional expense, other than expenses described in Section 8.4.6, the District agrees to reimburse Arco Iris for such expense in an amount to be agreed upon by the parties pursuant to Section 8.4.4.

8.5 Child Find: Accepted Students Later Determined to Be Special Education Students. Although the "Child Find" responsibility under IDEA remains with the student's resident school district, Arco Iris will work closely with the District and any other school district to ensure that these responsibilities are carried out with respect to students enrolled in Arco Iris. Arco Iris will immediately notify a student's resident district if Arco Iris suspects that a student may need evaluation to determine eligibility for special education. Additionally, if the student is a resident of the District, Arco Iris must comply with the District's practices and policies for referral of students for evaluation. Any student referred for evaluation will remain enrolled at Arco Iris unless an IEP team determines that Arco Iris is not the appropriate placement for that student. Arco Iris will ensure that at least one of its teaching staff has been trained in the Child Find process. The District will, to the extent possible, make available to AISICS teachers, Child Find training that is available to District teachers, except that AISICS shall reimburse the District for any additional costs it incurs by any AISICS teachers attending any such training.

9. RECORDS

9.1 Weighted Average Daily Membership. Arco Iris will identify and count, and keep accurate records of: (a) its number of enrolled students and their days present and absent; (b) attendance; (c) the number of enrolled special education students; (d) the number of students eligible for and enrolled under ORS 336.079 (relating to ELL Students); (e) other data required in order to calculate average daily membership or weighted average daily membership ("ADMw"), and (f) any other information or records necessary or convenient for the District to determine funding.

9.2 Academic Records. Arco Iris agrees to accurately and timely maintain all records, including student academic records, required by law and Section 9.4, and agrees to retain and disclose those records as required by law. In each annual notice of Arco Iris required by the Family Education Rights and Privacy Act, the District's charter school liaison (or such other District officials designated by the District on a list provided to Arco Iris) must be listed as school officials with legitimate educational interest in the education records of Arco Iris students.

9.3 Financial Records. AISICS agrees to establish, maintain, and retain appropriate financial records for Arco Iris in accordance with all applicable federal and state laws and for a period of seven years following the expiration or earlier termination of this Charter. Additionally, AISICS must operate in accordance with generally accepted standards of fiscal management applicable to Oregon nonprofit corporations, provided that AISICS' financial statements are prepared in conformity with Generally Accepted Accounting Principles and that AISICS's accounting method complies in all instances with governmental accounting requirements that apply to charter schools.

9.4 Additional Required Records. Before the first year of operation, and from time to time thereafter as District policies or state requirements change, the District may provide Arco Iris with a list of records and information that Arco Iris is required to provide to the District and the dates that the information is due, to enable the District to meet its reporting requirements. Additionally, Arco Iris must establish, maintain, and retain, in accordance with the terms of this Agreement and applicable law, the following:

9.4.1 Written policies for enrollment and admission processes;

9.4.2 A list of formerly and currently enrolled students, including each student's full legal name, student identification number (if any), birth date, address, home school district, and name and address of legal guardian;

9.4.3 Documentation required and relevant to the special-needs status of any special education student;

9.4.4 The results of Arco Iris students on required assessments;

9.4.5 Arco Iris's School Improvement Plan (defined in Section 12.1.3 below);

9.4.6 Documentation of all student suspensions and expulsions;

9.4.7 A list of all former and current staff members and teachers, including name, birth date, address, compensation, evidence of certification to teach or progress toward certification to teach (if applicable), and documentation of termination or registration (if applicable);

9.4.8 Evidence that insurance required under this Charter has been obtained and remains in full force and effect;

9.4.9 Copies of all leases or other agreements or documents relating to Arco Iris facilities, and documentation of loans or other debt of AISICS;

9.4.10 Detailed accounting of school expenditures and sources of income received for 7 years; and

9.4.11 Copies of all currently required certifications, and health- and safety-related permits for occupancy of Arco Iris facilities.

9.5 eSIS.

9.5.1 eSIS is the Web-based student information system used by many Oregon school districts to manage student information to meet state and federal requirements, to provide student reports, student report cards, transcripts, and schedules.

9.5.2 Arco Iris must enter student enrollment and attendance records into eSIS on a daily basis and in accordance with District policies.

9.5.3 Arco Iris must provide its own Internet-ready eSIS-capable computers and network access for staff who will be entering eSIS data, and must provide technical support for its computer hardware.

9.5.4 Arco Iris must provide its own computer printer and print its own eSIS reports.

9.5.5 The District will provide Arco Iris staff with eSIS support and training necessary to fully utilize eSIS at a level commensurate with other District schools serving the same grades as Arco Iris. Such training shall be provided at no cost to Arco Iris at times to be agreed upon by the parties.

9.5.6 Arco Iris must provide time for its staff to attend eSIS training.

9.5.7 Arco Iris staff who use eSIS will follow the security policies related to access to student records.

9.5.8 Arco Iris may elect to use the eSIS report card process, discipline incident tracking, classroom teacher module, or other eSIS features.

9.6 Report Cards. If AISICS does not use the eSIS report card process, it must maintain student report cards in substantially the format shown on Exhibit G of the Initial Application or other form approved by the District.

9.7 Inspection; Review. AISICS must promptly make available to the District, upon reasonable request, the foregoing records and any other records reasonably related in any way to operations of Arco Iris or this Charter. This right will survive the termination of this Charter for a period of seven years for all financial records, and three years for all other records, or such longer period required by law or such longer period of time necessary for the District to meet is legal obligations, but the District's right applies only to records applicable to the periods in which Arco Iris was operated as a public charter school.

10. POLICIES AND PROCEDURES

10.1 Generally. Within 15 days of adoption, Arco Iris will provide the District with a copy of any policies or procedures adopted, amended, modified, or repealed.

10.2 Student Safety. On or before August 1, 2010, Arco Iris will provide the District with a copy of its written policies and procedures addressing student safety.

10.3 Student Discipline. Arco Iris will adopt student discipline policies and procedures consistent with District policies. Additionally, Arco Iris must comply with all applicable federal and state laws and regulations governing discipline of children, including laws regarding discipline of children with disabilities and due process requirements. If Arco Iris disciplines a student with rights under IDEA and its state-law counterpart, Arco Iris will administer discipline in a manner consistent with IDEA and state law.

10.4 Criminal Records Checks. In addition to complying with state-law requirements related to fingerprinting and criminal records checks of all employees, AISICS agrees to conduct fingerprinting and criminal records checks on any volunteer who will have unsupervised contact with students. Arco Iris may not allow a volunteer to have unsupervised contact with students if the volunteer has been convicted of an offense that would preclude that individual from working in a public school in Oregon. If any individual refuses to submit to a fingerprint or criminal records check, AISICS will not allow the person to have unsupervised contact with students.

10.5 Tuition. AISICS will not charge tuition to students who reside in the District, other than tuition for before- or after-school programs administered by Arco Iris. Tuition for nonresident students may be charged in accordance with state law and District policies and procedures.

10.6 Fund-Raising. As provided in ORS 338.125(4), Arco Iris may conduct fund-raising activities, but it may not require a student to participate in fund-raising activities as a condition of admission to Arco Iris.

10.7 Free and Reduced-Price Meals. Arco Iris will provide free and reduced-price meals to eligible students in accordance with federal and state law.

10.8 Transportation. The District will not provide transportation to Arco Iris students except as required by the Act. The parties recognize that depending on the location of Arco Iris, existing District bus routes may not have capacity for any or all of the Arco Iris students or may not be adequate. If not, AISICS recognizes that it is the responsibility of the parents and guardians of the students to arrange for transportation of Arco Iris students to and from school.

10.9 Services and Support Provided by the District. Except as expressly agreed in writing by the District or required by law, Arco Iris will not be entitled to the use of or have access to District services, supplies, or facilities.

10.10 Computer Hardware and Software Purchasing and Licensing. The District agrees to include Arco Iris as a District school in computer hardware and software purchasing and licensing agreements to enable Arco Iris to purchase computer hardware, software, licenses and related items at the same cost as other District schools, provided that such inclusion is (a) at no additional cost to the District, (b) allowed by the terms of such purchasing or licensing agreements, and (c) results in a cost savings to Arco Iris. In the event the District incurs additional costs or expenses as a result of this Section 10.10, Arco Iris shall reimburse the District for all such additional costs and expenses.

11. SCHOOL LOCATION

11.1 Generally. Any location used by Arco Iris for school must comply with all applicable local, state, and federal laws and regulations, including, but not limited to, those relating to accessibility, construction, fire, and safety, and zoning and land use codes for school use. Additionally, AISICS must provide the District with a copy of any lease, purchase agreement, or other binding agreement relating to a school facility for Arco Iris and forward a copy of the agreement to the District within 30 days of its execution.

11.2 Initial School Year. The commencement of the term of this Charter is contingent on AISICS securing a location for the operation of Arco Iris for the 2010-2011 school year and providing the District with a copy of the lease for the location and a written description of the suitability and adequacy of the property for Arco Iris's purposes, on or before June 30, 2010. If Arco Iris fails to provide the District with the above information on or before June 30, 2010, which is an absolute deadline and may not be extended for any reason without the express written approval of an authorized representative of the District, without further action of either party, this Charter will be immediately and automatically null and void ab initio and this Charter will be of no force or effect. The parties acknowledge and agree that in such event, the Charter will not have been terminated and the provisions of this Charter and the Act relating to termination shall not apply because the effect will be as though the parties never entered into this Charter.

11.3 Notice to District. AISICS must notify the District if:

11.3.1 There is a material change in the condition of any portion of its school facilities, such as through flood, fire, or other unanticipated circumstance, which notification must be made within two (2) business days of the occurrence of the event;

11.3.2 There is any written allegation that AISICS has breached any provision of a lease, deed restriction, or other agreement related to its school facilities, which notification must be made within five (5) business days of the receipt of the written allegation; or

11.3.3 The AISICS Board of Directors has passed a resolution to pursue relocation of the Arco Iris school facilities, or has authorized execution of a lease or purchase agreement for new school facilities, which notice must be made within ten (10) business days of passage of the resolution.

12. REPORTING

12.1 Annual Reporting.

12.1.1 By September 15 of each school year, AISICS must submit to the Board:

(a) A list of all teachers, staff members, and administrators at Arco Iris, including, for each person, name, compensation, the position or description of duties, the date of the initiation of the criminal background investigation required by Oregon law, and licenses, endorsements, certifications, degrees, and qualifications;

(b) A list of currently enrolled students, including each student's full legal name, student identification number (if any), address, home school district, and name and address of legal guardian; and

(c) Proof of insurance required under this Charter.

12.1.2 No later than September 30 of each school year, AISICS must deliver to the Oregon Department of Education and the District a written report, according to ORS 338.095(1), on the performance of Arco Iris and its students and disclose in its report sufficient information to allow the Oregon Department of Education and the District to make a determination of AISICS' compliance with the requirements of the Act.

12.1.3 Following the first year of operation, AISICS must prepare a School Improvement Plan (the "School Improvement Plan") and submit it to the Board and to the parents of the students of Arco Iris and any interested community members no later than the date such report is due for District schools.. The School Improvement Plan must include an analysis of student performance data and growth in achievement, analysis of financial data, analysis of accomplishment of the previous year's established goals for Arco Iris, the revised improvement goals for Arco Iris, the action plan to achieve those goals, and a procedure to evaluate Arco Iris's progress towards meeting the goals. The parents and community served by Arco Iris must be given an opportunity to provide input on the School Improvement Plan.

12.1.4 Timely submit to the Oregon Department of Education, with a copy delivered to the District, a staff position report in accordance with all rules and regulations.

12.2 Reports to Board.

12.2.1 Initial Year of Operation. At the Board meeting in June 2011, AISICS must report to the Board on Arco Iris and the performance of Arco Iris students during the 2010-2011 school year. Such report shall include the following:

(a) A summary of the achievement of Arco Iris students;

(b) A report of the results of assessments taken by the students, if the results of such assessment are available;

(c) The projected ADMw for the 2011-2012 school year;

(d) A financial update for AISICS for the 2010-2011 school year;

(e) A summary of classes taught and classes intended to be taught in 2011-2012;

(f) The enrollment at Arco Iris at the end of the 2010-2011 school year;

(g) An update regarding wait lists for students to attend Arco Iris;

(h) A summary of training given to and received by staff and teachers;

(i) Goals for improvement for the 2011-2012 school year and beyond;

(j) A summary of the staff at Arco Iris and their qualifications; and

(k) Any other information requested by the Board in advance or at the Board meeting

12.2.2 Second Year of Operation and Subsequent Years. Beginning in September 2011, and thereafter each April and September during the term of this Charter, AISICS must report to the Board on Arco Iris and the performance of Arco Iris students. The September report shall be a report about the prior school year, shall include the student performance report described in Section 12.1.2 and the student improvement plan described in Section 12.1.3. The April report shall be a report about the current school year and shall include a summary of anticipated results for the school year, the improvements made during the school year in the operations of Arco Iris, and the projected ADMw for the next school year. The September and April reports shall also include the following information:

(a) A summary of the achievement of Arco Iris students;

(b) A financial update for AISICS;

(c) A summary of classes available and classes intended to be added;

(d) The current enrollment at Arco Iris;

(e) Update about any wait lists for students;

(f) A summary of training given to and received by staff and teachers;

(g) Goals for improvement for the current school year and beyond;

(h) A summary of the staff at Arco Iris and their qualifications; and

(i) Any other information requested by the Board in advance or at the Board meeting

12.3 Quarterly Reports. On or before October 25th, January 25th, April 25th, and July 25th, AISICS must deliver to the District a report including the following related to the prior fiscal quarter:

12.3.1 A list of any students expelled;

12.3.2 Documentation of any changes in any certificate of occupancy, or other health- or safety-related permits, applications, or filings;

12.3.3 Any correspondence, notices, or determinations from the Internal Revenue Service related to maintenance of AISICS' tax-exempt status;

12.3.4 Any correspondence, notices, or determinations from the Oregon Secretary of State or the Oregon Department of Justice Charitable Activities Section related to AISICS's status as an Oregon nonprofit corporation;

12.3.5 A copy of any changes made to AISICS' articles of incorporation or bylaws;

12.3.6 A list, including name and contact information, of any individuals leaving or joining AISICS' board of directors;

12.3.7 A list of any newly hired employees, including the names of the employees, the position or description of the employees' duties, the date of the initiation of the criminal background investigation required by Oregon law, and the employees' licenses, endorsements, certifications, degrees, and qualifications;

12.3.8 AISICS' balance sheet, a statement of revenues and expenditures for the quarter ended, a statement of revenues and expenditures year-to-date, a budget projection summary, all financial statements must reflect all funds, including grants, and must provide separate reports for each fund and must be in a format provided or approved by the District; and

12.3.9 A list, including name and contact information, of any individuals who resigned from or were terminated as employees of Arco Iris.

12.4 Ongoing Reports.

12.4.1 Within five business days after the completion of the first week or partial week of any school year, Arco Iris must provide the District with a report for the first week or partial week of such school year. Such report shall include the name of each enrolled student, the grade level of each student, whether a student is an ELL student, whether a student is a special education student, whether a student is eligible for free or reduced lunch, other data required in order to calculate ADMw, and any other information or records necessary or convenient for the District to determine funding. This requirement is waived by the District if on or before the due date for each report, the District is able to obtain all such data, information, and records from Arco Iris's entries into eSIS.

12.4.2 On or before the 10th day of September, October, November, December, January, February, March, April, May, June, and July, during the term of this Charter, Arco Iris must provide the District with a report for the prior month-ended. Such report shall include the name of each student enrolled during the prior month, the number of days present and absent during the prior month, the grade level of each student, whether a student is an ELL student, whether a student is a special education student, whether a student is eligible for free or reduced lunch, other data required in order to calculate ADMw, and any other information or records necessary or convenient for the District to determine funding. This requirement is waived by the District if on or before the due date for each report, the District is able to obtain all such data, information and records from Arco Iris's entries into eSIS.

12.4.3 Within five days after being named as a plaintiff or defendant in any court proceeding or if any administrative enforcement proceeding is asserted against AISICS or

Arco Iris arising from or related to Arco Iris, AISICS must provide the District with notice of the proceeding.

12.4.4 AISICS must immediately notify the District and other appropriate authorities, in accordance with law, of discipline of AISICS employees arising from misconduct that is related to students.

12.4.5 AISICS must comply with all state and federal reporting requirements applicable to charter schools, including, without limitation, to the extent applicable to Arco Iris, physical education facilities reports, physical education minutes reports, and staff assignment data. To the extent the District is required or desires to submit any report on behalf of Arco Iris, AISICS must provide the District with any data, information, or records necessary or convenient to allow or facilitate the District to timely complete and file such report.

12.5 Failure to Timely Provide Reports or Information to the District. In the event that AISICS fails to timely provide reports or information to the District in accordance with the Section 12, above, or the annual audit report described in Section 13.4, or in accordance with any other deadlines mutually agreed to by the parties in writing, immediately upon notification to AISICS (email notification to the person at AISICS generally responsible for finances at AISICS is an acceptable form of notification), the District may withhold up to 25 percent from any payment owed to AISICS pursuant to Section 14 of this Agreement until such time that AISICS has provided the report or information. As soon as possible, but no later than two business days after receiving the missing report or information, the District shall forward the withheld sums to AISICS.

12.6 Survival of Termination. AISICS' obligations under:

12.6.1 Section 12.1.2 will survive expiration or earlier termination of this Charter until AISICS has made a report for Arco Iris's final year, or partial year, of operation under this Charter;

12.6.2 Section 12.4.3 will survive expiration or earlier termination of this Charter;

12.6.3 Section 12.4.4 will survive expiration or earlier termination of this Charter to the extent the AISICS employee misconduct arose during the term of this Charter.

12.6.4 Sections 12.3.8 will survive expiration or earlier termination of this Charter until (a) the affairs of Arco Iris have been wound down in accordance with Section 23 of this Charter, and (b) AISICS has complied with the terms of Section 12.3.8 following the final fiscal quarter, or partial fiscal quarter, of Arco Iris's operations.

13. FINANCES

13.1 Annual Budget. On or before April 15 of each year, AISICS will submit to the District Arco Iris's proposed budget for the next fiscal year. AISICS must immediately report to the District any material variation from the approved budget. For purposes of this Section 13.1, a material variation is a variation that exceeds the total budgeted amount for the relevant line

item by 10 percent or $50,000, whichever is less. Additionally, a revised budget must be submitted to the District no later than October 15 of each year which must take into account the latest information available regarding state funding and Arco Iris's enrollment for the current year..

13.2 Fiscal Year. The fiscal year of Arco Iris must begin on July 1 of each year and end on June 30 of the subsequent year.

13.3 Segregated Finances. AISICS agrees to segregate the finances of Arco Iris from the finances of all other operations of AISICS, including, without limitation, maintaining separate financial records and financial accounts. AISICS's obligations under this Section 13.3 will survive expiration or earlier termination of this Charter.

13.4 Annual Audit. Each year, at AISICS's sole cost and expense, AISICS will retain an auditor to conduct an audit of the accounts of Arco Iris as required by ORS 338.095(2) and in accordance with the Municipal Audit Law, ORS 297.405 to 297.555 and 297.990, as it may be amended from time to time. The audit shall be conducted in accordance with the governmental model and conducted by an auditor licensed to perform and experienced with municipal audits. AISICS will deliver a copy of the final audit to the District, the Oregon Department of Education, and the State Board of Education no later than September 15, 2011, and each September 15 thereafter during the term of this Charter. In the event that AISICS fails to timely commence its audit, or in the event AISICS fails to timely pay any fees or costs of its auditor for its audit services, the District may use funds withheld from AISICS pursuant to Section 12.5 to retain an auditor or pay any unpaid fees or costs of the auditor. No later than 15 days following AISICS's receipt of the final audit, AISICS must deliver to the District AISICS's plan to address any deficiencies noted in the audit. If the District believes that AISICS's plan to address any deficiencies is inadequate, or if AISICS fails to timely deliver its plan to the District, the District may begin the termination procedure described in Section 21.1.1 for failure to meet the terms of this Charter. AISICS's obligations to have an annual audit under this Section 13.4 will survive the expiration or earlier termination of this Charter until AISICS has completed the required audit for each fiscal year in which Arco Iris operated as a public charter school.

13.5 Borrowing Prohibited. Without the prior approval of the Board, during the term of the Charter, AISICS will not borrow more than 5 percent of the budgeted income for Arco Iris on an unsecured basis or encumber any of its assets, except that Arco Iris may borrow more than 5 percent of its budgeted income if such borrowing is solely for capital acquisitions and, in connection with such borrowing, may use the acquired assets as security for repayment of the borrowed funds, without the prior approval of the Board.

14. DISTRICT FUNDING

14.1 Percentage of General-Purpose Grant. For each school year, the District will provide funding to Arco Iris in an amount equal to 80 percent of the District's General-Purpose Grant per ADMw as calculated under ORS 327.013 for students enrolled in Arco Iris. Arco Iris's ADMw shall include the additional 0.5 ADMw described in ORS 327.013(7)(a)(B) for each student in average daily membership eligible for and enrolled in an English as a Second Language program under ORS 336.079, but shall exclude the additional 1.0 ADMw described in

ORS 327.013(7)(a)(A) for each student in average daily membership eligible for special education as a child with a disability under ORS 343.035.

14.2 Percentage of Children in Poverty. In calculating the ADMw of Arco Iris, it will be assumed that Arco Iris has the same percentage of children in poverty families, as calculated under ORS 327.013(7)(a)(E)(i), as the District.

14.3 Payments. Within ten days of the District's receipt of the funds from the State School Fund under ORS 327.095, the District will send to Arco Iris the portion of those funds, if any, that must be paid to Arco Iris according to the terms of this Charter.

14.4 Limitation on District's Obligations. The financial commitment on the part of the District contained in this Charter is subject to annual appropriation by the State of Oregon. The District has no obligation to fund the operations of Arco Iris to the extent that the District does not receive such funding from the State of Oregon for that purpose during the Charter term. If the District experiences any reduction or increase in state funding support, proportionate reductions or increases will be made to the funds paid to Arco Iris by the District through adjustment or setoff in subsequent months.

14.5 State Law Governs. The parties intend that funding and payments be made in accordance with the requirements of state law. The parties intend that this Charter be automatically modified to conform to any changes in state law relating to the calculation of ADMw, funding provided to the District, or the funding of charter schools.

14.6 Grant Funds. As provided in ORS 338.125(4), Arco Iris may apply for and receive grant funds from any public or private entity without the assistance, direction, or oversight of the District and will not be obligated to distribute to the District any portion of grant funds received unless expressly required by the terms or conditions of the grant. In no event shall Arco Iris require a student to participate in fund-raising activities as a condition of admission to Arco Iris.

14.7 District Right to Review. The District may, at any time and from time to time, review the number of students actually enrolled in Arco Iris, compared to the enrollment reported to the District by Arco Iris, and the District may adjust the funding to reflect the District's determination of the ADMw of Arco Iris provided, however, that Arco Iris must be given at least five-days prior written notice of such determination before any such adjustment is made.

14.8 Adjustment to Disbursements. In the event of overpayment or underpayment to AISICS, the District will increase or decrease funding for subsequent months until the overpayment or underpayment is corrected. If, with the final payment for the school year or at the expiration or earlier termination of this Charter, the District has overpaid Arco Iris, Arco Iris must immediately reimburse the District for the overpayment amount. If the overpayment is not reimbursed to the District within 15 days after written request of the District, the unpaid balance will accrue interest at the rate of 8 percent per annum. If, with the final payment for the school year or at the expiration or earlier termination of this Charter, the District has underpaid Arco Iris, the District must immediately pay Arco Iris for the underpayment amount to the extent it

receives or has received such funds. If the underpayment is not paid to Arco Iris by the District within 15 days after written request by Arco Iris, the unpaid balance will accrue interest at the rate of 8 percent per annum, however, in no event shall interest begin to accrue until the District has received such funds.

14.9 Retention for Other Purchased Services. The District may retain from the funding to be provided by it to AISICS an amount equal to the cost of services to be provided to Arco Iris by the District under any separate written agreement between AISICS and the District in which AISICS agrees to pay the District for such services.

15. SITE VISITS

15.1 District Representatives. Members of the Board, the District's Superintendent, or the Superintendent's designee may visit Arco Iris at any time during normal business hours to monitor and evaluate AISICS's compliance with this Charter. Generally, prior notice, if any, of such site visits will be given in a manner consistent with notice given to District schools.

15.2 Annual Visit. At least annually, a member of the Board, the District's Superintendent, or the Superintendent's designee must visit Arco Iris to evaluate its compliance with the terms of this Charter and the Act, and the success of the academic program. The District or its designee must prepare a written report of the findings of its evaluation, which must include, but is not limited to, the following: (a) a statement summarizing the costs of administration, instruction, facilities, instructional materials, and other categories of expenditures, and revenues; (b) a description of the assessments used to measure student progress; (c) a summary of student assessment results; (d) a description of the staffing of Arco Iris, summarizing the qualifications of staff members; and (e) a description of Arco Iris's educational program. A draft of the written report must be provided to AISICS and AISICS must be given at least 15 days to comment on the report or provide additional information for the report, before it is finalized.

16. CORPORATE STATUS

16.1 Duties and Authority of AISICS' Board. Subject to the limitations and provisions of this Charter and the limitations of any funding provided by the District or other revenue sources, AISICS' board of directors will serve as fiscal agent for Arco Iris and must ensure compliance with all applicable laws, rules, regulations, policies, procedures, and the terms and conditions of this Charter and the Act, and will have authority to exercise the following powers (together with the powers as provided elsewhere in this Charter or the Oregon Nonprofit Corporation Act):

16.1.1 Contracting for goods and services;

16.1.2 Preparing budgets;

16.1.3 Selecting, supervising, evaluating, and determining compensation for personnel;

16.1.4 Promoting and terminating personnel;

16.1.5 Leasing facilities for school purposes;

16.1.6 Making decisions affecting students' access to education, such as disciplinary decisions;

16.1.7 Retaining final decision-making authority regarding parent complaints;

16.1.8 Providing procedural safeguards to those persons (including parents, students, and employees) affected by Arco Iris's execution of any governmental function with respect to providing services related to Arco Iris's operation;

16.1.9 Accepting and expending gifts, donations, or grants of any kind, including those described in ORS 338.155(9) and ORS 338.185, in accordance with the conditions prescribed by the donor and in accordance with law and the terms of this Charter, provided that AISICS complies with all state and federal laws regarding reporting of charitable contributions; and

16.1.10 Adoption of policies consistent with the terms of this Charter.

16.2 Nonprofit Corporation. At all times during the terms of this Charter, AISICS must be organized as an Oregon nonprofit corporation. A true and complete copy of AISICS' articles of incorporation are attached hereto as Exhibit I, and a true and complete copy of AISICS's bylaws are attached hereto as Exhibit J. The articles of incorporation and bylaws may not be amended, modified, or repealed in any way that is inconsistent with the terms of this Charter.

16.3 Corporate Purpose. During the term of this Charter, AISICS' articles of incorporation must provide that one of the purposes of AISICS is to operate Arco Iris as a public charter school in a manner consistent with this Charter.

16.4 Dissolution. The articles of incorporation and bylaws of AISICS must provide that upon dissolution of AISICS, the assets of AISICS that were purchased with public funds must be given to the State Board of Education, as provided in ORS 338.105(6).

16.5 Tax-Exempt Status. At all times during the terms of this Charter, AISICS must be exempt from tax under Section 501(c)(3) of the Internal Revenue Code.

16.6 Board Composition. The board of directors of AISICS must comprise at least five individuals, no fewer than three of whom must reside within the Portland metropolitan area. The individuals comprising the board of directors of AISICS must collectively have financial, planning, fundraising, and professional education expertise. If a member of the AISICS board of directors resigns or is removed and the number of directors on the AISICS board is less than five, AISICS must inform the District in writing promptly and undertake good faith efforts to replace such director as soon as reasonably practicable. The composition of the board of directors of AISICS and the nature and extent of parental, professional educator, and community involvement in the governance and operation of Arco Iris will be generally as described in Section 7 of the Initial Application.

16.7 Corporate Records. No later than five days after receipt of the District's request, AISICS must provide the District with copies of any and all board minutes, any board policies, and a list of current and former board members, including contact information. AISICS' obligation under this Section 16.7 will survive expiration or earlier termination of this Charter for a period of seven (7) years.

16.8 Litigation. AISICS represents and warrants that there is no litigation, claim, or arbitration, pending or threatened, against AISICS that would affect AISICS' ability to perform under this Charter.

17. INSURANCE

AISICS must at all times maintain and keep in force the following insurance:

17.1 Commercial General Liability Insurance. Commercial general liability insurance (occurrence version) with coverage for bodily injury and property damage liability, personal and advertising injury liability, contractual liability, employee benefits liability, professional liability, teachers' liability, and medical payments, with a general aggregate limit of not less than $5 million and a per occurrence limit of not less than $3 million.

17.2 Directors' and Officers' Liability Insurance. Directors' and officers' liability insurance in an amount not less than $800,000 for each loss and $800,000 each policy year covering against liability arising out of wrongful acts and employment practices.

17.3 Automobile Liability Insurance. Automobile liability insurance in an amount not less than $2 million combined single limit covering against liability for damages because of bodily injury, death, or damage to property, including the loss of ownership, operation, maintenance, or use of any automobile. The policy will include underinsured and uninsured motorist coverage at the limits equal to bodily injury limits.

17.4 Workers' Compensation Insurance. Workers' compensation insurance according to State of Oregon statutes (ORS Chapter 656), as required by law, and employers' liability insurance with limits of $100,000 each accident, $100,000 disease each employee, and $500,000 policy limit.

17.5 Employee Dishonesty Insurance. Employee dishonesty insurance covering all employees and volunteers. The policy must carry limits of no less than $100,000. Coverage must include faithful performance and loss of money and securities.

17.6 Property Insurance. Property insurance on all owned buildings and equipment and on any leased buildings and equipment if required by the terms of the lease. The insurance must be written to cover the full replacement cost of the building and equipment on an all-risk-of-direct-physical-loss basis, including earthquake and flood perils.

All policies of insurance must be issued by a licensed and admitted insurance carrier with a rating not less than A from A.M. Best. The District must be listed as an additional insured on all policies of insurance described in Sections 17.1 and 17.3. All policies of insurance must provide for 30 days' prior written notice to the District before cancellation or material

change thereto. AISICS must show proof of all the above insurance on or before June 30, 2010, and otherwise within two business days after receipt of a written request from the District.

18. STAFF QUALIFICATIONS

18.1 English Language Arts. All English Language Arts classes at Arco Iris will be taught in English by a teacher proficient in the English language.

18.2 Classes Taught in Spanish. All classes at Arco Iris taught in Spanish will be taught by a bilingual Spanish/English teacher with native or near-native proficiency in Spanish.

18.3 ELL Classes. All teachers providing programs specialized for ELL Students will be taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.

19. RELATIONSHIP BETWEEN AISICS AND THE DISTRICT

19.1 Independent Contractor. AISICS is an independent contractor providing charter school educational services. None of the provisions of this Charter may be construed to create a relationship of agency, representation, joint venture, ownership, or control of employment between the parties other than that of independent parties contracting solely for the purpose of effectuating this Charter.

19.2 No Employment. The District is not the employer of AISICS or its employees, agents, or contractors and will not collectively bargain with AISICS employees, and neither AISICS nor its employees, agents, or contractors are under the direction or control of the Board or the District, except as required by law or this Charter. Neither the District nor its employees, agents, or contractors are employees or agents of AISICS.

19.3 Separate Legal Entity. AISICS is a separate legal entity and may sue or be sued. AISICS is in no way affiliated with the District, and the District has no obligation or responsibility for any obligation or responsibility of AISICS or Arco Iris.

19.4 Third-Party Contracts. AISICS has no authority to enter into a contract that would bind the District. AISICS must clearly indicate to vendors and other entities and individuals with which or with whom AISICS enters into an agreement or contract for goods or services that any and all obligations of AISICS are solely the responsibility and obligation of AISICS and are not the responsibility or obligation of the District.

19.5 AISICS Responsible for Obligations of Arco Iris. AISICS, and not Arco Iris, is a party to this Charter. Although many provisions of this Charter refer to Arco Iris and grant rights to or impose obligations on Arco Iris, AISICS has the legal responsibility to the District under this Charter. Therefore, it is the responsibility of AISICS to ensure that Arco Iris fulfills all of its obligations under this Charter, and AISICS will be held responsible for any failure of Arco Iris to fulfill any obligations under this Charter.

19.6 Fiscal Responsibility. AISICS through its board of directors shall be fiscally responsible for the operation of Arco Iris.

19.7 Nonendorsement. AISICS acknowledges that the granting of this Charter in no way represents or implies endorsement by the Board or the District of any method of instruction, philosophy, practices, curriculum, or pedagogy used by Arco Iris or its agents, nor does this Charter constitute a guarantee by the Board or the District of the success of Arco Iris in providing a learning environment that will improve student achievement or achieve the mission or goals set forth in the Application. In no event, however, does this Section 19.7 imply that the District may not exercise its termination rights under this Charter for the failure of AISICS to meet the terms or conditions of this Charter, or for failure to provide the type of curriculum required by law or this Charter.

19.8 Survival of Terms. The terms of this Section 19 will survive the expiration or earlier termination of this Charter.

20. INDEMNIFICATION

20.1 AISICS' Indemnity of the District. AISICS agrees to indemnify and defend the District and its Board members, officers, employees, and agents, and hold them harmless from and against any and all costs, expenses, attorney fees, damages, liabilities, claims, demands, grievances, injuries, and losses (collectively, "Liabilities") arising out of or in any way related to (1) the operation or condition of Arco Iris; (2) any debt or contractual obligation of AISICS; and (3) any negligence or wrongful act or omission of any AISICS board member, officer, employee, or agent. This Section 20.1 shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability provided in the Oregon Tort Claims Act.

20.2 The District's Indemnity of AISICS. District agrees to indemnify and defend AISICS, its Board members, officers, employees, and agents, and hold them harmless from and against any and all Liabilities of any kind arising out of or in any way related to (1) the operation or condition of any District school (Arco Iris is not a District school); (2) any debt or contractual obligation of the District; and (3) any negligence or wrongful act or omission of any District board member, officer, employee, or agent. This Section 20.2 shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability provided in the Oregon Tort Claims Act.

20.3 Assignment Agreement. AISICS agrees to indemnify and defend the District and its Board members, officers, employees, and agents, and hold them harmless from and against any and all Liabilities of any kind arising out of or in any way related to the Assignment Agreement, including, without limitation, any claim that the Assignment Agreement is invalid, unenforceable, incomplete, or prohibited by law.

20.4 District's Immunity. Nothing in this Charter may be construed to limit, diminish, or waive in any way the immunity provisions of ORS 338.115(7), and those provisions must be strictly enforced.

20.5 Risk Management. AISICS will promptly notify the District of any threatened legal claim if the threatened claim is against AISICS and will promptly provide the District with copies of all notices of claims. The District will promptly notify AISICS of any threatened legal

claim if the threatened claim is with respect to AISICS or Arco Iris and will promptly provide AISICS with copies of all notices of such claims.

20.6 Survival of Terms. The obligations of AISICS and the District under Sections 20.1, 20.2 and 20.4 will survive the expiration or earlier termination of this Charter. Any indemnified party will 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.

21. TERMINATION

21.1 Ground for Termination. During the term of this Charter, the District acting through the Board may terminate this Charter on any of the following grounds:

21.1.1 Failure to meet any terms of this Charter or the Act;

21.1.2 Failure to meet the requirements for student performance described in this Charter;

21.1.3 Failure to correct a violation of a federal or state law that is described in ORS 338.115;

21.1.4 Failure to maintain the insurance described in this Charter; or

21.1.5 Failure to maintain financial stability.

21.2 Notice of Termination. If the Charter is terminated under Section 21.1, the District will notify AISICS in writing at least 60 calendar days before the proposed effective date of the termination and will state the grounds for the termination. AISICS may request a hearing by the Board regarding the proposed termination of this Charter. Such a request by AISICS must be made in writing and be delivered to the business address of the District within 30 calendar days of the receipt of the notice of the proposed termination.

21.3 Immediate Termination. Under ORS 338.105(4), the District may terminate this Charter immediately and close Arco Iris without complying with the notice provisions set forth in Section 21.2, if Arco Iris is endangering the health or safety of the students enrolled at Arco Iris.

21.4 AISICS' Appeal Rights. Nothing in this Section 21 may be construed to limit AISICS' appeal rights set forth in ORS 338.105.

22. REPRESENTATIONS, WARRANTIES, AND COVENANTS.

22.1 The Parties' Representations, Warranties, and Covenants. In addition to any express representations, warranties, or covenants of either party contained herein, the following constitute representations, warranties, and covenants of each party to the other:

22.1.1 Each party has the legal power, right, and authority to enter into this Charter.

22.1.2 All requisite corporate action has been taken by each party in connection with entering into this Charter, and no further consent of any other party is required.

22.1.3 The persons executing this Charter on behalf of each party have the legal power, right, and actual authority to bind the party to the terms and conditions of this Charter.

22.1.4 This Charter will be a valid and legally binding obligation of and enforceable against each party in accordance with its terms.

22.1.5 Each party represents and warrants that neither the execution and delivery of this Charter, nor the incurring of the obligations set forth herein, nor compliance with the terms of this Charter conflict with or result in the material breach of any terms, conditions, or provisions of, or constitute a default under, any bond, note, or other evidence of indebtedness, or any contract, indenture, mortgage, deed of trust, loan, lease, or other agreement or instrument to which the party is a party.

22.2 AISICS' Representations, Warranties, and Covenants. In addition to any express representations, warranties, or covenants of AISICS contained herein, the following constitute representations, warranties, and covenants of AISICS to the District:

22.2.1 Except as disclosed to the District in writing, AISICS has not violated and is not in breach of any contract or agreement to which it is a party.

22.2.2 No attachments, execution proceedings, assignments for the benefit of creditors, insolvency, bankruptcy, reorganization, or other proceedings are pending or threatened against AISICS, nor are any such proceedings contemplated by AISICS.

22.2.3 AISICS will notify the District within ten business days if any administrative governmental agency, dispute resolution service, court, or any body with jurisdiction or authority to make such a determination, makes a determination that Arco Iris or AISICS has acted contrary to law or in violation of any person's rights.

22.2.4 The Assignment Agreement is a valid and legally binding obligation of and enforceable against its parties in accordance with its terms and each party to the Assignment Agreement had the legal power, right, and authority to enter into the Assignment Agreement.

22.3 The Parties' Representations and Warranties Are Not Misleading. The representations and warranties of the parties contained herein are true and accurate, and are not misleading. All representations and warranties made by AISICS are to the actual knowledge of the members of the AISICS board of directors or its officers, agents, or employees.

23. DISSOLUTION

23.1 Assets. If this Charter is terminated or Arco Iris ceases operation or AISICS is dissolved (a "Dissolution"), the assets of Arco Iris that were purchased with public funds must be given to the Oregon Board of Education and must be disbursed as provided by the Act. If any assets were obtained with public grant funds, and the grant has no reference to ownership or

distribution of assets upon Dissolution, the assets must be given to the Oregon Board of Education and must be disbursed as provided by the Act.

23.2 Student Records. In the event of a Dissolution, permanent student records must be transferred to the resident school district for each student.

23.3 Winding Up. In the event of a Dissolution, AISICS is responsible to wind down the operations of Arco Iris and to pay any and all of its debts, loans, liabilities (contingent or otherwise), and obligations. AISICS must cooperate with the District to effect the orderly closing of Arco Iris, including with respect to notification to students and parents of Arco Iris of the Dissolution and arranging for placement of Arco Iris students in schools in their home districts. In no event will the termination of this Charter or the dissolution or winding up of the affairs of AISICS cause the District to be responsible for or assume any liability incurred by AISICS. The parties understand that the District will have no obligation or responsibility to help employees of AISICS find new employment following a Dissolution, except as specifically required by the Act.

23.4 Termination by AISICS. AISICS may terminate this Charter or dissolve or close Arco Iris only as set forth in ORS 338.105(7), and after providing the District with written notice of its intent to do so at least 30 days before the end of the current school year.

24. GENERAL

24.1 Policies and Procedures. The parties agree that the Application sets forth the overall goals, standards, and general operational policies of AISICS relating to Arco Iris, but the Application is not a complete statement of each detail of AISICS's standards and policies for operation. To the extent that AISICS desires to implement specific policies, procedures, or other specific terms of operation that supplement those set forth in the Application of this Charter, AISICS will be permitted to do so, provided that the policies, procedures, and terms of operation (a) are not contrary to the terms or purpose of this Charter or applicable law, and (b) do not contradict the terms of the Application.

24.2 Construction. The parties intend that the provisions of the Act strictly apply to and be incorporated into this Charter. The parties intend that to the greatest extent possible, the Act and this Charter (including all exhibits) be construed so as, to the maximum extent possible and unless there is a contradiction, to give effect to each and every term. The Application, however, may not be deemed to create any duties or obligation on the District other than those described in the Act or this Charter (excluding all exhibits). In interpreting this Charter, any contradictions between or within (a) Sections 1 through 24 of this Charter, and (b) the exhibits to this Charter, will be resolved as follows:

24.2.1 Sections 1 through 24 of the Charter supersede and control over the Application;

24.2.2 The September 28 Supplemental Application Materials (Exhibit E) supersede and control over the September 22 Supplemental Application Materials (Exhibit C) and the Initial Application (Exhibit A); and

24.2.3 The September 22 Supplemental Application Materials (Exhibit C) supersede and control over any conflicting language in the Initial Application (Exhibit A).

24.3 Entire Agreement. This Charter contains all terms, conditions, and understandings of the parties relating to its subject matter. All prior representations, understandings, and discussions are merged herein and superseded by this Charter.

24.4 Amendments. This Charter will automatically be deemed to be amended to conform to any amendment to the Act or any ordinance, regulation, order, or rule related to the Act, if such amendment is applicable to this Charter or the parties by its terms, but shall not be automatically included if the amendment is not required by law to apply to this Charter or the parties. Any other amendment or modification to this Charter must be in a writing signed by the parties and authorized by the Board.

24.5 Applicable Law. The parties intend that where this Charter references federal or state law, they be bound by any related regulations and any amendment to those laws or regulations, upon the effective date of the amendment.

24.6 Invalidity. If any provision of this Charter or any application of this Charter to the AISICS or Arco Iris is found contrary to law, or is deemed to be unenforceable or invalid for any reason, the provision or application will have effect only to the extent permitted by law. Either party may revoke this Charter if a material provision is declared unlawful, unenforceable, or invalid by any court of competent jurisdiction.

24.7 Governing Law. This Charter will be governed and construed according to the laws of the State of Oregon.

24.8 No Waiver. Neither party will be deemed to have waived any breach by the other party unless the waiver is in writing and specifically provides that the breach is waived. Additionally, no waiver of any breach of any covenant or provision contained herein will be deemed a waiver of any preceding or succeeding breach thereof, or of any other covenant or provision contained herein. No extension of time for performance of any obligation or act will be deemed an extension of the time for performance of any other obligation or act.

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

24.10 Nonassignment. Neither party may assign any rights, benefits, or obligations under this Charter to any entity or individual without the prior written consent of the other party.

24.11 Time Is of the Essence. Time is of the essence with respect to each and every term and provision of this Charter.

24.12 Delegation by District. The parties agree and acknowledge that the functions and powers of the Board may be exercised by the Superintendent of the District, or by the Superintendent's designee, provided that any decision regarding renewal, nonrenewal, or termination of this Agreement may be made only by the Board.

24.13 Survival of Representations. In addition to the covenants, agreements, representations, or warranties in this Charter that specifically survive expiration or earlier termination of this Charter according to their terms, the covenants, agreements, representations, or warranties made in Sections 4 (compliance with laws) and 17 (insurance requirements) will survive expiration or earlier termination of this Charter, until the affairs of Arco Iris are wound up in accordance with the terms of Section 23.

24.14 Counterparts. This Charter may be executed and delivered in counterparts, each of which will be considered an original and all of which together will constitute one and the same Charter.

24.15 Notice. All notices, demands, requests and other communications shall be in writing, and shall be sent via (i) personal delivery, (ii) facsimile, (iii) electronic mail, (iv) certified mail, return receipt requested, postage prepaid, or (v) overnight courier service. When so delivered to an addressee as indicated below, such notice shall be deemed to have been received as of (i) the date so delivered, (ii) upon confirmation of successful transmission pursuant to a facsimile transaction report, electronic mail receipt confirmation, or such other objective means of confirming successful delivery of the notice, if sent via facsimile or electronic mail, (iii) three (3) business days after the date so mailed, if mailed, or (iv) one (1) business day after the date sent by overnight courier service. Notwithstanding the foregoing, the parties may agree in writing to an alternate form of delivery and addressees for AISICS' periodic reporting requirements set forth in Section 12 and Section 13.4, and such other periodic reporting requirements as may be agreed to in writing from time to time by the parties. A party may from time to time change its address or designated individual by notice to the other party.

To the District:
Beaverton School District
16550 S.W. Merlo Road
Beaverton, Oregon 97006
Attention: Superintendent

With a copy to:
Beaverton School District
16550 S.W. Merlo Road
Beaverton, Oregon 97006
Attention: General Counsel

To AISICS:
Arco Iris Spanish Immersion Charter School
11815 Terra Linda Street
Portland, Oregon 97225

With a copy to:
O'Donnell Clark & Crew LLP
1650 NW Naito Parkway, Suite 302
Portland, Oregon 97219
Attention: Matthew D. Lowe

The parties have executed this Charter as of the date first written above.

BEAVERTON SCHOOL DISTRICT NO. 48

By: Jerome Colonna
Name: Jerome Colonna
Its: Superintendent

Date: 3/17/10

ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL

By: Mary Taylor
Name: Mary Taylor
Its: President, Arco Iris Spanish Immersion Charter School

Date: 3/16/10

EXHIBIT A

Initial Application

Arco Iris
Spanish Immersion School

Arco Iris
Spanish Immersion School

Oregon Public Charter School Application

Submitted To
Beaverton School District
Jerome Colonna, Superintendent of Schools
16550 SW Merlo Road
Beaverton, OR 97006

On
July 14th, 2009

Copy Mailed To
Oregon Department of Education
Public Service Building
255 Capitol Street NE
Salem OR, 97310

Respectfully Submitted By
Mary Taylor, Co-Chair – 503.799.1604
Danielle Siver, Co-Chair – 503.956.1008
11675 SW Butner Road
Beaverton, OR 97225

Arco Iris
Spanish Immersion School

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5. A description of the curriculum of the public charter school
6. A description of the expected results of the curriculum and the verified methods of measuring and reporting objective results that will allow comparisons with district schools and will show the growth of knowledge of students attending the public charter school.
7. The governance structure of the school including public charter school board, membership, selection. Duties and responsibilities.
8. The projected enrollment including ages and grades to be served.
9. The target population of the students the public school is designated to serve.
10. The legal address, facilities and physical location, and applicable occupancy permits and health and safety approvals.
11. A description of admission policies and application procedures.
12. The statutes and rules that apply to the school.
13. A proposed budget and financial plan including evidence that the proposed budget and financial plan are financially sound.
14. The standards for behavior and description of discipline, suspension or expulsion of students.
15. The proposed school calendar, including the length of the day and the school year.
16. A description of the proposed school staff and required qualifications of the teacher, including breakdowns of professional staff who will hold a valid teaching license issued by the Teacher Standards and Practices Committee (TSPC) and those who will not be required to hold a license but will be registered with the TSPC.
17. The projected date the school would begin operating.
18. The arrangement for any necessary special education and related services for students with disabilities who may attend the public charter school.

19. Information on the manner in which the community groups may be involved in the planning and development process of the public charter school.
20. The term of the charter.
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22. A proposed plan for the placement of teachers, staff and students upon the termination or non-renewal of a charter.
23. The manner in which the program review and fiscal audit will be conducted.
24. Procedures and plans for the following:
    a. Use of unique district facilities including, but now limited to, gymnasiums, auditorium, athletic fields, libraries, cafeterias, computer labs, and music facilities;
    b. Child nutrition program(s);
    c. Student participation in extracurricular activities pursuant to Oregon School Activities Association and Board policy, regulations, and rules;
    d. Graduation exercises including public charter school student participation in district exercises;
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Executive Summary

In 1999, the Oregon Charter School Law was passed by the Oregon legislature, enabling the creation of charter schools in Oregon. A charter school is a public school that receives public funds under a written agreement — a charter — that outlines student performance goals and educational services the public charter school will provide. Charters are excluded from many statutes and rules guiding traditional public schools. In exchange for this freedom from regulation, the public charter school guarantees in its written charter agreement certain levels of student performance. Charter schools provide opportunity for educators to be innovative, choices for families, and accountability for schools.

The Charter School Law was passed with the intent that charter schools would be created, per ORS 338.015, "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."

With this in mind, the idea for the Arco Iris Spanish Immersion School (Arco Iris), a charter school, was initiated by a group of parents and educators who wanted their elementary age children to master a second language and pilot a rigorous new math program. Helping Minds Organization (HMO), a 501(c)(3) non-profit organization, serves as the representing organization. HMO provides individuals of all ages with educational and professional support that empowers individuals to achieve their full potential. Together, we hope to reach our vision of opening a charter school in Beaverton and providing one-way Spanish immersion education for children.

In the first year, Arco Iris will operate 1st, 2nd and 3rd grades. In each subsequent year, a new grade will be added. Long term, we expect to provide a K-8 Spanish immersion education.

A bilingual educational experience will benefit the students in their future educational and vocational endeavors and enrich their lives at the same time. The *Center of Applied Linguistics* (as well as Beaverton School District) site the following rationale for the Benefits of Bilingualism:

- Students score higher on verbal intelligence tests.
- Students have greater linguistic awareness and mental flexibility.
- Students have greater understanding and are able to communicate with people from their community and other countries.
- Students get a head start on educational language requirements.
- Students have increased job and career opportunities.

The Beaverton School District (BSD) has three schools that offer Spanish immersion – Vose, Barnes and Aloha-Huber Elementary schools, however, with 17,000 elementary students, the demand far outstrips the supply. There is only space for approximately 170 incoming kindergarten students and a waiting

list exists for the three programs. Additionally, out of boundary families, have fewer opportunities to participate in immersion programs, as administrative transfers are becoming increasingly difficult to get approved.

Parents have few options in the greater Portland area for a Spanish immersion primary education. Ainsworth Elementary School, with a Spanish immersion program, announced in April '08 that they had 200 applicants for their 54 spots. For the 2009-10 school year, 152 applied for only 52 spots. In April 2009 Arco Iris posted an online petition asking Beaverton parents to indicate interest in Arco Iris. Over 150 people have expressed interest with 30 families having already submitted attendance applications.

There is demand in general for alternative schools in the greater Portland area. In Portland, CM2's Opal charter school received 187 applicants for 45 slots in their opening year. In their second year, they received 280 applicants for 14 spaces. The Trillium Charter School received 131 applications for their 79 spaces when they opened. Interest in Arco Iris continues to grow and we expect to exceed the amount of slots available and to implement a lottery.

While gaining Spanish language skills, Arco Iris students will also be challenged with traditional academic offerings to meet and exceed the grade level learning targets. The curriculum (outlined in Section 4) provides a detailed examination of the alignment that will be used to deliver content standards and provide rationale for utilizing Primary Mathematics (Singapore Math) an internationally, renowned math program.

The Singapore Mathematics textbooks build deep understanding of mathematical concepts through multistep problems and concrete illustrations that demonstrate how abstract mathematical concepts are used to solve problems from different perspectives. The Beaverton School District's Math Project Team in January 2009 reviewed Singapore Math in their math adoption review and published a Minority Report in favor of it. This is what the Math Project Team had to say about Primary Mathematics and their support for it:

- Topics are built to mastery.
- Supports computational skills and fluency.
- Provides depth and conceptual understanding.
- Successful track record with diverse school districts.

Because it is logical and conceptual, and is well supported with auxiliary workbooks, review books and software, it works well for students of all levels. We are excited to be the first school in Beaverton to use this program in support of the Districts' goals to increase student academic achievement.

With limited resources and restrictive federal and state laws, it is becoming increasingly difficult for districts to offer academic programs that meet the needs of every student. Some parents can afford to enroll their children in private school to increase the options available to them, however, finances should not be the limiting factor driving access to bilingualism and innovative academic programs. Students from disadvantaged backgrounds deserve the same opportunities. Charter schools can help ease this strain by adding capacity for language options, providing more public options for families, while enabling the piloting of innovative programs that are otherwise unable to be implemented in the district.

Arco Iris
Spanish Immersion School

Arco Iris Spanish Immersion School will support the Oregon Charter School Law by delivering an innovative and rigorous academic education serving the needs of all students, no matter their education or economic background. We hope the Beaverton School District will sponsor Arco Iris to increase the Spanish immersion options available and support those families looking for innovative math programs not currently offered in the District. Together, we look forward to supporting the District in its goals to increase student academic achievement.

1. The identification of the applicant
The applicant is Helping Minds Organization, a non-profit organization under section 501 (c) (3) of the Internal Revenue Code.

The organization's current officers:
Mandy Selwyn
Karen Trumper
Humberto Carlos
Executive Director: Isabel Lainez

The applicant's current address:
11725 SW Butner Rd.
Portland, OR 97225

2. The name of the proposed public charter school
Arco Iris Spanish Immersion School (Arco Iris).

3. A description of the philosophy and mission of the charter and how it differs from the district's current program and philosophy.

Arco Iris Spanish Immersion School is an elementary school offering one-way Spanish immersion. At the core, Arco Iris promotes bilingualism, bi-literacy, and multi-culturalism and fosters increased academic ability. Our mission is to offer a solid education that includes Spanish immersion and a rigorous mathematical curriculum that will prepare students to be responsible citizens and life-long learners with strong values. Bilingualism, bi-literacy, cultural competence and high academic performance make up the framework for our mission at Arco Iris. We will prepare students to:

1. Attain high academic achievement in Spanish and English.
2. Build the skills and knowledge students will need to be successful in their future algebra classes.
3. Become bilingual, bi-literate and multiculturally competent leaders.

Arco Iris teachers and administrators are talented educators and bi-lingual in Spanish. Students are challenged to become world class thinkers, capable of engaging ideas using two languages and multiple perspectives. The benefits associated with bilingualism include the positive effect on intellectual ability, a head start on future school language requirements, the improvement of child's understanding of his/her native language, and the ability to communicate with people he or she would otherwise not get the chance to know.

Our school philosophy is to provide an academically challenging, content-rich, curriculum that holds high expectations for all students, including becoming fluent and literate in Spanish in addition to English. We are committed to developing strong, critical-thinking skills in all students. We will provide a safe environment where all students are known, respected, and valued as individuals of great potential. We will establish a community that models and encourages character development, respect for diversity, and a sense of responsibility toward the community.

3.1 One-Way Spanish Immersion

To develop full bi-literacy, Arco Iris will implement a one-way immersion program model where learning best occurs through the strategic interaction between non English speakers, native English speakers, fully bilingual students, and other students with varying levels of English, Spanish or other language proficiency. We are unique in that we offer one-way language immersion, which is the natural way children learn language. Currently the Beaverton School District offers Spanish Immersion through either Dual Language or Two-Way immersion models. Arco Iris is proposing to offer the **One Way Spanish Immersion model, which is a total immersion approach.** Even though both programs use strategies that facilitate language development, they vary significantly in their approach:

Dual immersion programs (sometimes called: two-way immersion (TWI), bilingual immersion, dual language immersion, two-way bilingual, or language immersion).

- Student population consists of majority language speakers and minority language speakers with dominance in their first language and home language support for this language.
- A 1:1 ratio is ideally maintained for these two language groups, but a minimum of one-third of each language group (i.e., a 2:1 ratio) is essential.
- An academically challenging learning environment is provided to bring children from two different language groups together to learn from and with each other in an integrated setting.
- Instruction through the minority language is viewed as an enrichment experience for all, not as remedial or compensatory education for the language minority students in the program.
- The languages of instruction will involve both the majority and a minority language. The minority language may be a more commonly taught language.

The One Way model (sometimes referred to as foreign language immersion, partial or full/total immersion)

- Student population consists of majority language speakers with limited to no proficiency in the immersion (minority) language, e.g., English speakers in U.S. schools.
- In the USA these programs are designed for English-speaking students as the majority of students speak English as their native language. In many cases some students are already native in two other languages.
- Teachers speak only the target language to teach academic subjects, using a wide range of instructional strategies.
- The ultimate goal of this type of program is for students to become proficient in the target language in addition to English, and to develop increased cultural awareness while reaching a high level of academic achievement (Fortune & Tedick, 2003).

Based on one of two types of immersion programs (Center for Applied Linguistics, 2006a) Arco Iris will offer *Total Immersion* – Programs in which all subjects in the lower grades (1-3) are taught in the target language; instruction in English will increase in the upper elementary grades (3-6),

Language immersion programs use a proven educational methodology that has been around for decades. According to the Center for Applied Linguistics, over 320 immersion programs were documented in the United States at the end of 2005.

At Arco Iris, Spanish language acquisition will occur naturally by using Spanish as the language of instruction during a major portion of the day. Aside from daily English Language instruction, no English is used by the teacher during the day, although students can talk to the teacher and one another in English until they gain sufficient proficiency in Spanish.

Unlike Beaverton's current elementary Spanish immersion programs, we will not be limiting classes to 50% native speakers and 50% non-native speakers. We expect our student ratio to be similar to the Beaverton School District population, which is approximately 78% white, 10% Asian, 11% Hispanic.

3.2 Singapore Math

There is no single way to teach mathematics. However, the more we learn about successful methods being used in the Asian Rim, the more apparent it is that math is not taught in the U.S in the same way. Arco Iris will adopt the Singapore national curriculum, a curriculum and delivery departure from the recently adopted Beaverton School District materials.

Singapore students placed first in the 1995, 1999 and 2003 TIMSS. First administered in 1995 and every four years after, TIMSS (Trends in International Mathematics and Science Study) is an international assessment of the mathematics and science knowledge of fourth- and eighth-grade students around the world. TIMSS was developed by the International Association for the Evaluation of Educational Achievement (IEA) to allow participating nations to compare students' educational achievement across borders.

Singapore students who took TIMSS in 1995, 1999, 2003 and 2007 were using the Primary Math curriculum. The term, "Singapore Math", came into use in the U.S.A. around the year 2000 when US academics, homeschoolers, schools and the media started referring to these books as Singapore Math. More than 300 school districts in the United States now use Singapore Math with increasing math skill mastery.

Arco Iris intends to use Singapore Math for the following reasons:

1. Top Test Scores: Singapore math students outperform the rest of the world.
2. Emphasis on Math Concepts: Singapore Math emphasizes mastery of math concepts and training students to connect different mathematical ideas using words and word problems. Rather than just teaching kids to memorize math facts, Singapore Math focuses on math concepts to give students something to hang those math facts on. Singapore Math uses traditional math problem solving while also encouraging participation in mental math exercises, solving math problems in their heads without pencil and paper. **Because it is logical and conceptual, it works with students of all levels, and is well supported with auxiliary workbooks, review books and software.**
3. Greater Focus: Singapore math students focus intensely on a handful of topics. In contrast to the U.S., where many state standards require dozens of topics to be covered in each grade and too many objectives, Singapore math teaches the most important math skills to mastery.

In addition to being bilingual, Arco Iris teachers will be math inclined and trained In Singapore Math methods. Teachers will align textbook, teaching materials and techniques which challenge students to

think and discover approaches that work, that develop basic skills, and foster the understanding of the underlying mathematical principles. Singapore math texts are a gateway to do just this. In fact, some mathematicians (including Hung-I Wu of U.C. Berkeley, Yoram Sagher of University of Chicago, and Tom Parker of Michigan State University) are intrigued with the approach used in the Singapore texts and are providing instruction to teachers to enhance their mathematical knowledge as well as to help them to work with the Singapore text materials. Even more important to note is that while Singapore Math continues to update math programs to reflect stronger emphasis on problem solving and thinking, U.S. curriculum developers are creating new tools based on the Singapore methodology.

Thanks to the new National Council for Teachers of Mathematics (NCTM) guidelines, an increasing number of U.S. school districts now use Singapore Math. The Oregon Department of Education has listed Singapore Math as a curriculum delivery system that meets the required learning targets.

Below are the last two TIMSS test results (2003, and 2007). More information can be found at: http://nces.ed.gov/timss/results07.asp

Countries	2003 Global rank	Math	
		Score	Rank
Singapore	1	605	1
Taiwan	2	585	4
South Korea	3	589	2
Hong Kong	4	586	3
Japan	5	570	5
Netherlands	7	536	7
England	10	498	18
United States	12	504	15
Malaysia	18	508	10

Grade four	2007
Country	Average score
TIMSS scale average	500
Hong Kong SAR[1]	607
Singapore	599
Chinese Taipei	576
Japan	568
Kazakhstan[2]	549
Russian Federation	544
England	541
Latvia[2]	537
Netherlands[1]	535
Lithuania[2]	530
United States[4,1]	529
Germany	525
Denmark[1]	523

4. Description of any distinctive learning or teaching technique to be used.

In an immersion setting, two teaching techniques will be incorporated, Differentiated Instruction and Immersion Teaching Techniques, to achieve effective learning. During the hiring process, specific interview questions will address teaching challenges in an immersion setting. We expect to hire bilingual teachers with an affinity to math and the ability to manage a classroom regardless of the various levels of ability of each student. As an immersion program, differentiated instruction will be

used by teachers to ensure student success in Spanish language acquisition, English Language Arts and for math. During orientation, an intense workshop will be presented to teachers to address differentiated instruction and immersion teaching.

4.1 Differentiated Instruction (DI)

Differentiated Instruction (also called Differentiated Learning) is based on the belief that students differ in their learning profiles, and that classrooms where students are active learners, decision makers and problem solvers are more natural and effective than those in which students are served a "one-size-fits-all" curriculum and treated as passive recipients of information. DI also tries to make meaning out of important ideas, not just cover information.

The key to a differentiated classroom is that all students are regularly offered choices, and students are matched with tasks compatible with their individual profiles. The curriculum at Arco Iris will be differentiated in these ways:

- Depth – challenging learners by enabling them to venture further, deeper, and more elaborately into the area under study.
- Complexity – broadening the learner's understanding of the areas under study by asking the student to make connections, relationships, and associations between, within, and across subjects and disciplines.
- Novelty – students will gain a personal understanding of the area under study or constructing meaning of knowledge in an individualized manner.
- Accelerated or Pacing – altering the pacing or speed of learning and providing more sophisticated resources for learning in order to challenge learners.

Good teachers are able to manage a classroom and implement differentiated instruction to address different levels of learning and achievement. Teachers will proactively plan varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible. Additionally, in the lower elementary levels, much learning takes place at group learning tables opposed to individual desks, to support small learning environment opportunities.

Each incoming student will be assessed with the following tools to address each student's learning:

- Early assessment to help develop learning plans
- DRA
- Writing Sample
- Math assessment

4.2 Immersion Teaching Techniques

While much of this will be discussed in curriculum and assessment, immersion teaching techniques are tied tightly to assessment of achievement. In an immersion setting, learning in Spanish is intertwined with English. Because national student achievement is measured in English, Arco Iris teachers will be required to manage acquisition of all subject areas in English and simultaneously in Spanish.

Our teachers will accomplish this by utilizing the Immersion Teaching Strategies based on research from the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota. The below categories identifies key pedagogical goals for immersion teachers:

- Integrate language, content, and culture
- Attend to continuous language growth and improve accuracy
- Make input comprehensible
- Create an L2-rich learning environment
- Use teacher talk effectively
- Promote extended student output
- Attend to diverse learner needs

Please see the Appendix for the full Immersion Teaching Strategies Checklist.

5. A description of the curriculum of the public charter school

This overview of the curriculum is divided into 3 sections:

5.1 Alignment with State Standards
5.2 Educational Program Overview
5.3 Grade Level Learning Targets and of Curricula for Primary Subject Areas.

5.1 Alignment with State Standards

The Arco Iris Spanish Immersion School (Arco Iris) will prepare K- 8th grade students for academic and personal success through rigorous study and instruction aligned with the state and federal government standards, augmented with Spanish language and culture. As a Beaverton School District public charter school, Arco Iris will offer a curriculum fully aligned with the Oregon curriculum state standards. Arco Iris students will receive instruction in core subjects (mathematics, English language arts, science, and social studies) and in art, music, health, and physical education. Students also study Spanish Language Arts and culture. Arco Iris will administer the Oregon Assessment of Knowledge and Skills (OAKS) tests. Since the OAKs testing is now online, Arco Iris plans to utilize District resources or Northwest Regional Education Service District to support this.

5.2 Educational Program Overview:

The educational program at Arco Iris will also be in alignment with Beaverton's goal to increase "academic achievement with a special emphasis on literacy and mathematics gains for each student." The intent is to give every student the skills to succeed in challenging courses, meet academic standards, graduate from high school and be fully prepared for a range of post-secondary education and vocational options.

Arco Iris uses a "one-way" immersion model, meaning most students will enter the program with no knowledge of Spanish. Spanish language acquisition will occur naturally by using Spanish as the language of instruction for math, science, socials studies and other academic areas. Aside from daily English Language Arts, students will be taught in Spanish with reinforcement of concepts in English

through homework. This approach is becoming very popular because it produces high academic outcomes and bilingual/bi-literate students.

In order to fully support students at whatever level they are with Spanish language, Arco Iris administration and teachers will implement the following process:

- Parents will be asked to provide copies of school records (report cards, progress reports, writing samples) to define student's level in English academic areas to establish a baseline of skills and track growth.
- All incoming students will have a pre-assessment of Spanish language skills, including reading, writing and language. Please see Appendix for copy.
- A development plan will be made for each student documenting the entry point at each area and identifying specific needs to be met. Please see Appendix for copy.
- The progression of the development plan starts by focusing on the Spanish language first, then reading, writing, and spelling words. Starting with the basics, 1:1 or small group learning groups will begin language instruction:
    - Learn the alphabet
    - Phonetics system
    - Formation of words
    - Reading and acquiring of vocabulary
- Most homework will be in English in order to enable parental support and reinforcement of learning targets.

By teaching math, social studies, science, art, music, PE and language in Spanish, students will develop a foundation of language skills. The intent is to provide a continuum of language learning in the early elementary levels which allows students to progress beyond the basics; converse to the language teaching practices in middle and high school which focus on vocabulary and verb conjugation versus language development.

English Language Arts will always be taught in English by a teacher with native English proficiency and a literacy specialty. Subjects taught in Spanish are taught by a bilingual Spanish/English teacher with native or near-native proficiency in Spanish.

In grades 1st-3rd, approximately 75% of the daily instruction is in Spanish and 25% is in English (which specifically addresses English Language Arts and some subject explanation, when necessary.) When 4th and 5th grades are added, approximately 50% of the daily instruction will be in Spanish and 50% in English. In grades 6th-8th, approximately 25% of the daily instruction will be in Spanish and 75% in English.

5.3 Grade Level Learning Targets and Curricula for Primary Subject Areas:

Arco Iris will be dedicated to creating bilingual life-long learners in our global world. Curriculum will be aligned with the Oregon Department of Education state standards. Beaverton School District learning targets will serve as the guide for curriculum unit development and assessment with teachers

developing lesson plans to deliver content for student consumption. Core Subject area alignment samples are outlined below.

Math

As stated previously, the curriculum materials for math will be the **Singapore Primary Mathematics Standards.** The Arco Iris teachers will use this curriculum to develop lessons with outcomes that will meet the Beaverton learning targets for each grade level.

Singapore textbooks rely on careful sequencing of topics, with arithmetic at the heart of everything. The following standards will be addressed in contexts that promote problem solving, reasoning, communication, making connections and designing and analyzing representations. Additionally, the Oregon State Board of Education has approved Primary Mathematics Standards Edition for 2009-2015.

Primary Mathematics Standards Edition
Primary Mathematics (Standards Edition) Textbooks 1A-5B
Primary Mathematics (Standards Edition) Workbooks 1A-5B
Primary Mathematics (Standards Edition) Tests 1A-5B
Primary Mathematics (Standards Edition) Extra Practice 1-5
Primary Mathematics (Standards Edition) Teacher's Guide 1A-5B
Primary Mathematics (Standards Edition) Posters 1-3
Primary Mathematics (Standards Edition) Math All Around Readers

Beaverton School District and Arco Iris First Grade Math Learning Targets

1.1 Number and Operations: Develop an understanding of whole number relationships, including grouping in tens and ones.
1.1.1 Compare and order whole numbers to 100.
1.1.2 Represent whole numbers on a number line, demonstrating an understanding of the sequential order of the counting numbers and their relative magnitudes.
1.1.3 Count and group objects in tens and ones.
1.1.4 Identify the number of tens and ones in whole numbers between 10 and 100, especially recognizing the numbers 10 to 19 as 1 group of ten and a particular number of ones.
1.1.5 Determine the value of collections of pennies, nickels, and dimes.
1.2 Number and Operations and Algebra: Develop understandings of addition and subtraction and strategies for basic addition facts and related subtraction facts.
1.2.1 Model "part-whole," "adding to," "taking away from," and "comparing" situations to develop an understanding of the meanings of addition and subtraction.
1.2.2 Develop and use efficient strategies for adding and subtracting whole numbers using a variety of models, including discrete objects, length-based models (e.g., lengths of connecting cubes) and number lines.
1.2.3 Apply with fluency sums to 10 and related subtraction facts.
1.2.4 Use the concept of commutative [4 + 2 = 2 + 4], associative [(4 + 3) + 7 = 4 + (3 + 7)], and identity [0 + 3= 3] properties of addition to solve problems involving basic facts.
1.2.5 Relate addition and subtraction as inverse operations.
1.2.6 Identify, create, extend, and supply a missing element in number patterns involving addition or subtraction by a single-digit number.
1.3 Geometry: Compose and decompose two- and three-dimensional geometric shapes.
1.3.1 Describe geometric attributes of shapes (e.g., round, corners, sides) to determine how they are alike and different.
1.3.2 Recognize and create shapes that are congruent or have symmetry.
1.3.3 Compose and decompose shapes (e.g., cut a square into two right triangles and put two cubes together to make a rectangular prism), thus building an understanding of part-whole relationships as well as the properties of the original and composite shapes.
1.3.4 Recognize shapes when viewed from different perspectives and orientations.

Beaverton School District and Arco Iris Third Grade Math Learning Targets

3.1 Number and Operations: Develop an understanding of fractions and fraction equivalence.
3.1.1 Represent common fractions (e.g., halves, thirds, fourths, tenths) as equal parts of a whole, parts of a set, or points or distances on a number line.
3.1.2 Recognize and demonstrate that sizes of fractional parts are relative to the size of the whole.
3.1.3 Use fractions to represent numbers that are equal to, less than, or greater than one.
3.1.4 Solve problems that involve comparing and ordering fractions by using models, benchmarks (0, 1/2, 1), or common numerators or denominators.
3.1.5 Identify equivalent fractions using models, including the number line.
3.1.6 Add common fractions with like denominators.
3.2 Number and Operations, Algebra, and Data Analysis: Develop understandings of multiplication and division, and strategies for basic multiplication facts and related division facts.
3.2.1 Represent and apply the concept of multiplication as repeated addition.
3.2.2 Represent and apply the concept of division as repeated subtraction and forming equal groups.
3.2.3 Apply models of multiplication (e.g., equal-sized groups, arrays, area models, equal "jumps" on number lines and hundreds charts) and division (e.g., repeated subtraction, partitioning, and sharing) to solve problems.
3.2.4 Apply increasingly sophisticated strategies based on the number properties (e.g., place value, commutative, associative, distributive, identity, and zero) to solve multiplication and division problems involving basic facts.
3.2.5 Apply the inverse relationship between multiplication and division (e.g., 5 x 6 = 30, 30 ÅÄ 6 = 5) and the relationship between multiples and factors.
3.2.6 Represent, analyze and extend number patterns using rules that involve multiplication and/or addition (e.g., {3, 6, 9, 12, ...}, .{1, 2, 4, 8, ...}).
3.2.7 Analyze frequency tables, bar graphs, picture graphs, and line plots; and use them to solve problems involving addition, subtraction, multiplication, and division.
3.3 Geometry and Measurement: Describe and analyze properties of two-dimensional shapes, including perimeters.
3.3.1 Identify right angles in two-dimensional shapes and determine if angles are greater than or less than a right angle (obtuse and acute).
3.3.2 Identify, describe, compare, analyze, and informally classify triangles by their sides and angles.
3.3.3 Identify, describe, compare, analyze, and classify quadrilaterals (square, rectangle, parallelogram, rhombus, and trapezoid) by their sides and angles.
3.3.4 Identify, describe, and compare pentagons, hexagons, and octagons by the number of sides or angles.
3.3.5 Investigate and describe the results of decomposing, combining, and transforming polygons to make other polygons.
3.3.6 Build, draw, and analyze two-dimensional shapes to understand attributes and properties of tw0 -dimensional space.
3.3.7 Determine an appropriate unit, tool, or strategy to find the perimeter of polygons.
3.3.8 Use attributes and properties of two-dimensional shapes to solve problems including applications involving parallel and perpendicular lines, congruence, symmetry, and perimeter.

English-Language Arts (ELA)

Language Arts instruction consists of teaching reading, writing, speaking and listening. The Beaverton School Board has approved the following list of materials from the **Harcourt *Story Town*** Curriculum and Arco Iris teachers will use these as the basis for teaching materials.

Story Town Components include:	
Teacher Resource Book	Instructional Routine Cards
Decodable Books Collection	Language Arts Transparency Kit
Little Book Collection	Challenge Copymaster and Teacher Edition
Big Book Audio Text CDs	Spelling Practice Book and Teacher Edition
Library Books Collection	Phonics Practice Book and Teacher Edition
Deluxe Leveled Reader System Kits	Writer's Companion and Teacher Edition
Photo Cards	Benchmark Assessment and Teacher Edition
Read-Aloud Anthology	Weekly Skills Test

Phonics Practice Book and Teacher Edition Fluency Builder Cards Letter/Sound Rhymes Chart Book of Rhymes and Poems Story Retelling Cards Literacy Center Kit	Theme Tests Challenge Kit Strategic Intervention Kit

Arco Iris teachers will use these materials to ensure that all students meet the language arts common core outcomes, and learning targets.

English Language Arts Common Core Outcomes

Literature

Students will demonstrate comprehension, interpretation, and critical appreciation of grade level literary, and informational materials of varying complexity, content, and structure.

Reading

Students will apply learned strategies to effectively navigate and comprehend materials while developing and expanding knowledge of word origins and relationships.

Writing

Students will demonstrate an understanding of the writing process, of specific modes and their applications, and of research and inquiry techniques to effectively acquire, assess, and communicate information.

Speaking/Listening

Students will listen effectively, evaluate oral, visual, and multimedia communications, and convey a focused oral message.

Beaverton School District and Arco Iris First Grade ELA Learning Targets

Writing

Ideas and Content

With assistance, write for different purposes and to a specific audience or person *(Audience/purpose)*.

Develop an idea with an identifiable beginning, middle and end *(Main ideas)*.

Use descriptive words when writing *(Description/detail/transitions)*.

Conventions

Spell correctly three-and four-letter short vowel words (can, will). Use spelling/phonics-based knowledge to spell independently when necessary *(Spelling)*.

Identify and correctly write singular and plural nouns (cat/cats). Identify and correctly write simple possessive pronouns (my/mine, his/hers) *(Grammar)*.

Correctly use periods (I like my dog.), exclamation points (Help!), and question marks (Do you like to play ball?) at the end of sentences *(Punctuation)*.

Capitalize the first word of the sentence, names of people, and the pronoun I *(Capitalization)*.

Print legibly and space letters, words and sentences appropriately *(Handwriting/Concepts of Print)*.

Voice

With assistance, the writer demonstrates an awareness of audience and commitment to the topic.

Organization

Write in complete sentences *(Sentences/paragraphs)*.

Sequence two or more events. Organize information using beginning, middle and end *(Sequence)*.

Word Choice

Use descriptive words when writing.

Sentence Fluency

Write in complete sentences and recognize incomplete sentences.
Modes
Write brief stories that describe an experience *(Narrative)*.
Write a simple description of a real object, person, place or event using sensory details. Write simple directions *(Expository)*.
With guidance, gather information about a topic and sort it into major categories *(Research)*
The Writing Process
With guidance, discuss ideas and select a focus when writing *(Prewriting)*.
With assistance, compose readable first drafts *(Drafting)*.
Use some self-correction *(Editing)*.
Reread drafts for meaning *(Revising)*.

Reading

Concepts of Print
Identify letters, words, and sentences.
Match oral word to printed word while recognizing sentence structure.
Phonemic Awareness
Identify initial, medial, and final sounds in a single syllable word. Count number of sounds in a syllable and count syllables in a word.
Identify short vs. long vowels.
Blend two to four phonemes into words, and segment single syllable words into sounds.
Create a series of rhyming words including consonant blends. Add, delete, or change target sounds to change words.

Phonics, Decoding and Word Recognition
Use letter-sound correspondence knowledge to decode words including vowel digraphs, letter-sound associations, compound words and contractions.
Recognize an increasing bank of high frequency sight words
Vocabulary
Know root words and inflectional forms.
Classify categories of words and use context to understand word meanings.
Develop vocabulary through listening, discussion, and direct teaching of words in literary, informational, and content specific texts.
Use vocabulary accurately across the subject areas.
Fluency
Read aloud unpracticed grade level text at an appropriate rate (40-60 wcpm).
Comprehension
Retell and sequence main events from beginning to end.
Answer simple questions based on materials read and describe information gained from text in their own words.
Develop an interpretation of texts using prior knowledge, personal connections, questions, and predictions.
Distinguish fantasy from realistic texts.
Read to Perform a Task
Locate and obtain information from text features and illustrations.
Read and understand one-step directions, signs, and labels.
Alphabetize a list of words by the first letter.
Understanding & Using the Reading Process
Demonstrate listening comprehension of more complex text through discussion.
Monitor own reading and self correct when meaning breaks down.
Understanding & Using a Variety of Literary Forms and Genres
Listen to and experience a wide variety of grade-level text including informational publications, reference materials, classic and contemporary literature, and poetry.

Speaking & Listening

Listening

Listen attentively and ask questions.
Give, restate and follow simple two step directions.
Analysis
N/A
Speaking
Tell an important experience or story in a simple and logical sequence by answering who, what, where, when, why, and how questions.
Speak clearly and look at your listeners.
Recite, retell, describe, and dramatize.

Handwriting

For handwriting instruction Arco Iris will use the BSD board adopted Zaner-Bloser handwriting materials, purchasing student additions and practice masters for both English and Spanish.

Language Arts

Language Arts will always be taught in English by a teacher with native English proficiency to ensure that spoken and written fluency is accurate. Children will receive a minimum of 7 hours of direct ELA instruction a week. The English teacher will focus on helping the child acquire the English reading and writing process as the child simultaneously learns a second or third language.

A highly qualified, literacy specialist will be on staff to support English language skill development for all students. Also, for students needing additional support, the ELA teacher will be able to work one on one or in small group settings to address deficiencies. The English and Spanish reading process follow the same process of letter recognition, phonemic awareness, word development, vocabulary acquisition and sentence building. Therefore, the ELA teacher and grade level teachers will be in synchronization during the teaching process.

Many of the Literacy learning targets and skills are shared when instructing students in English and Spanish. We will utilize the Spanish version of the Harcourt *Story Town* Curriculum for Spanish Language Arts. In Spanish, the reading process for beginning readers will be taught using the symbolic and phonetic method. This is one of the most effective and easy methods of mastering fluency and will give the students familiarity of learning when the same approach is used for English Language Arts.

The method is as follow:

1. Sound and symbol recognition of the alphabet.
2. Blending consonants and vowels to form the basic phonics
3. Using phonics to form words
4. Combining words to form sentences.
5. Combining sentences to build texts

Students will learn to read and write in Spanish through direct instruction and will learn the writing process, (brainstorming, rough drafts, editing and revising) dependent upon the child's readiness. The content will be derived based on units of thematic study and areas of academic study. Students will write for a number of purposes; lists, letters, stories, directions, invitations, bridging into more advanced genres such as autobiographies, reports, poetry and presentations.

The next steps in reading in Spanish language development is to understand what they read, and respond orally and in written form. The student is expected to identify characters, plot, scientific concept, social studies concept etc. and will be learning different strategies to gain fluency.

The students will use the listening, speaking, and reading foundation skills they have developed to extend their skills and understanding of written language. They will be read to and respond to a variety of texts, including various forms of literature, science and social studies. Book discussions and writing exercises will help them expand their store of words. They will begin to use new vocabulary and formats in their writing as a result of their examination of oral and written language models.

Social Studies

A group of instructional programs that describes the substantive portions of behavior, past and present activities, interactions, and organizations of people associated together for religious, benevolent, cultural, scientific, political, patriotic, or other purposes. Social studies is the elementary study of geography, civics, sociology, history, economics, and other subjects related to human society.

Arco Iris will base its Social Studies curriculum on the primary Oregon standards and on the book ***Expectations of Excellence: Curriculum Standards for Social Studies*** developed and published by the National Council for the Social Studies (NCSS). The framework consists of ten themes incorporating fields of study that correspond with one or more relevant disciplines.

Arco Iris believes that effective social studies programs include experiences that provide for the study of:

1. Culture
2. Time, Continuity, and Change
3. People, Places, and Environment
4. Individual Development and Identity
5. Individuals, Groups, and Institutions
6. Power, Authority, and Governance
7. Production, Distribution, and Consumption
8. Science, Technology, and Society
9. Global Connections
10. Civic Ideals and Practices

In addition, students will learn that social studies include:

1. good citizenship
2. critical thinking
3. problem solving
4. cosmopolitanism
5. conservation

The **Arco Iris** Social Studies core content will teach concepts rather than isolated facts, giving students the opportunity to learn about the world around them. Children will understand and embrace cultural

diversity and their place in the global community. As per the learning targets for social studies teachers will structure lesson plans that cover the following learning target areas:

1. Social Studies Analysis
2. Civics and Government
3. Economics
4. Geography
5. History

Beaverton School District and Arco Iris First Grade Social Studies Learning Targets

Social Studies Analysis

- Acquire, organize and interpret and present information about family, classroom and school
- Identify a problem or issue in our classroom or school we can solve
- Identify and compare different ways of looking at an event, issue or problem
- Civics and Government: Rules, Rights and Responsibilities at Home and at School
- Recognize the important national symbols and patriotic song of the United States?
- Explain how celebrations and holidays are used to remember and honor events and people in the past
- Identify and use voting as a way to make decisions in the classroom
- Explain how rules and laws keep people safe and help people to get along
- Explain the rights and responsibilities of citizens at home and school

Economics: Economics Choices

- Understand that goods are objects you can touch and services are activities people do for others
- Identify how families choose to spend or save their money
- Identify what needs and wants you have in your family
- Identify what we gain and what we give up when making economic choices

Geography: Exploring the World

- Understand how to read a map and globe
- Identify map symbols and key
- Identify cardinal directions
- Locate continents and oceans
- Locate Beaverton, Portland, Oregon, and the United States on a map and globe
- Write home address and phone number
- Draws maps of different places, (i.e. classroom, bedroom) and label
- Explain how geography affects the way people live
- Identify how physical environment influences the clothing, food, homes, work, and leisure activities of people both here and in another country

History: Looking Back at My Family and My World

- Explain how families change over time
- Identify people in my family's past or present history and explain why they are remembered
- Identify traditions and celebrations that are important in a child's family, why they are celebrated, and how they are the same or different from other families
- Describe how life has changed and remained the same since parents, grandparents and other adults were children
- Identify the general chronological order of people and events
- Identify people from the past that showed courage and/or responsibility

Currently the Beaverton School District uses curriculum materials from the Scott Foresman Publishing Company that was adopted by the school district in 2004. Arco Iris will not purchase this material as

the Beaverton social studies adoption team is in process of researching and adopting new materials in the Quality Curriculum Cycle (QCC). We are eager to participate in the adoption team meetings and if the administrators at Arco Iris agree with the adoption team's curriculum choice, we will purchase the new materials at that time. In the mean time, staff will look at new curriculum materials and monthly published materials that will enable the staff to design lessons and units that will meet the learning targets.

Science

Science is the intensive human effort to understand, or to understand better, the history of the natural world and how the natural world works, with observable physical evidence as the basis of that understanding. It is done through observation of natural phenomena, and/or through experimentation that tries to simulate natural processes under controlled conditions.

The **Science** subject matter content will be based on Oregon standards and supported on The *National Science Education Standard.* The program outlines what students need to know, understand, and be able to do to be scientifically literate at different grade levels. It describes an educational system in which all students demonstrate high levels of performance, in which teachers are empowered to make the decisions essential for effective learning, in which interlocking communities of teachers and students are focused on learning science, and in which supportive educational programs and systems nurture achievement. The *Standards* point toward a future that is challenging but attainable. The *Standards* rest on the premise that science is an active process. Learning science is something that students do, not something that is done to them. "Hands-on" activities, while essential, are not enough. Students must have "minds-on" experiences as well.

The *Standards* call for more than "science as process," in which students learn such skills as observing, inferring, and experimenting. Inquiry is central to science learning. When engaging in inquiry, students describe objects and events, ask questions, construct explanations, test those explanations against current scientific knowledge, and communicate their ideas to others. They identify their assumptions, use critical and logical thinking, and consider alternative explanations. In this way, students actively develop their understanding of science by combining scientific knowledge with reasoning and thinking skills.

The National Science content standards outline what students should know, understand, and be able to do in the natural sciences over the course of K-12 education. They are divided into eight categories:

1. Unifying Concepts and Processes
2. Science as inquiry
3. Physical science.
4. Life science.
5. Earth and space science.
6. Science and technology.
7. Science in personal and social perspective.
8. History and nature of science.

When developing science skills, the charter school will use the ***Houghton Mifflin Science Discovery Works***. Discovery Works organizes science skills into three separate groups: Process Skills, Reasoning Skills, and Critical Thinking Skills. These groups correspond to three distinct types of cognitive skills. **Process skills** are used to gather information about the world. **Reasoning skills** help children make sense of the information they gather by fostering an open mind, curiosity, logic, and a data based approach to understanding the world. **Critical thinking skills** require students to apply information in new situations and in solving problems

As the Beaverton School District researches science materials for the quality curriculum cycle, teachers and administrators at Arco Iris will look at the material adopted by the school board for possible use at the charter school. In the mean time the charter school would like to use the same F.O.S.S. kits currently used at the elementary level.

F.O.S.S. KITS	
Grade 1	
F.O.S.S. Kit New Plants	Life
F.O.S.S. Kit Balance and Motion	Physical
F.O.S.S. Kit Pebbles, Sand and Silt	Earth
Grade 2	
F.O.S.S. Kit Insects	Life
F.O.S.S. Kit Solids and Liquids	Physical
F.O.S.S. Kit Air and Weather	Earth
Grade 3	
F.O.S.S. Kit Structures of Life	Life
F.O.S.S. Kit Physics of Sound	Physical
F.O.S.S. Kit Earth Materials	Earth

Health

The charter school will follow the Beaverton School District Health Education Curriculum Map. The content areas and learning targets for each grade include:

- Alcohol, Tobacco, and other drugs
- Prevention and Control of Disease
- Environmental Health
- Healthy Eating
- Mental Social ad Emotional Health
- Sexual Health
- Unintentional Injury Prevention
- Violence Prevention

Physical Education

Since research has shown that there is a direct and strong relationship between physical and cognitive development (Carla Hannaford), Arco Iris will offer a program that helps students develop fine and gross motor skills, coordination, lower and upper body development, and balance through a variety of exercises. The **Every Child a Winner**, a movement educational model and ***Smart Moves***, physical

development program by Carla Hannaford, will be the models to anchor the physical development domain.

Arco Iris will align its Physical Education program standards with National Standards for Physical Education.

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
Standard 3: Participates regularly in physical activity.
Standard 4: Achieves and maintains a health-enhancing level of physical fitness.
Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Art and Humanities

As an important piece within each curricular area, aesthetic instruction and practice will maximize each student's own artistic ability. Aesthetic activities will be integrated into other subject areas. The goal is to be aware of how indispensable art has been from the past to the present generations. Students will explore the visual arts, auditory, dance, music, poetry and theatre. The program will support and promote artistic creativity, art appreciation and free self expression; will foster: development and understanding, demonstration, use of basic skills, make value judgments knowledge and appreciation of all of the arts, i.e., visual arts, auditory arts, dance arts, literary arts, theatrical arts. The main purpose of this domain is to enable a significant and productive contribution to the development and expansion of each child's natural artistic and aesthetic potential.

At the same time, students will be given extensive opportunity to extend their own skills, competence and expertise across the subject areas which constitute the aesthetic field in the curriculum. In their engagement with the elective program, the students will be called upon to demonstrate qualities of resourcefulness, imagination and creativity. They will be taught to use collaborative skills in working with others in order to enhance pupils' aesthetic education and development. Furthermore we will consider the aesthetic domain as an important aspect of life.

6. A description of the expected results of the curriculum and the verified methods of measuring and reporting objective results that will allow comparisons with district schools and will show the growth of knowledge of students attending the public charter school.

6.1 Expected Results

It is expected that the curriculum and methods of Arco Iris will lead students to developing into well-rounded individuals with a love of learning and capable of:

1. Mastering National State and District content standard requirements in two languages.
2. Solving problems by using data and methods learned at school, while retaining meaningful information and skills for life.
3. Applying knowledge obtained in school in real life situations.
4. Having a clear vision of their responsibility to themselves, family, and community.

The primary method to measure Arco Iris students' achievements will be the same Assessment System used in Oregon Public Schools, created by the Office of Assessment in the Oregon Department of Education. The Oregon State assessments for grade 3rd, 4th and 5th, will be administered on the same schedule that the District uses. The District or the States agrees to pay the expenses of such tests since they receive the funds for this. In compliance with ORS 329.115 and ORS 326.565, progress reports, student's records and samples of work will be the main written tools that will document results. For the actual testing, we plan to request days to use the computers at the elementary school located nearest to us.

In addition the Arco Iris teachers will make decisions about student progress based on information gathered through a variety of assessment techniques. This information will assist teachers in planning or modifying their instructional programs, which in turn will help students to learn more effectively.

As part of the school's accountability plan, Arco Iris' Internal Assessment System will use the three main types of student evaluation: formative, summative, and diagnostic evaluation:

1. Specific Formative Test: at the end of each unit, the teachers will give the student a written test. The goal is to measure academic progress and knowledge retention of the core curriculum content. The test will be elaborated and administered by the teacher in charge of the group. The results of the test will be used as data to determine if students need support, reinforcement or relearning of specific basic concepts. The data should also help the teacher to determine and establish educational developmental goals and create differentiated lesson plans and assignments.
2. Ongoing Assessment: the following activities will provide insights into the learning process of the student: oral presentations, group discussions, portfolios, homework, student projects, rubrics, and checklists. Anecdotal records will also be kept.
3. Team Projects: the students will be paired or be part of small group projects or find solutions to problems given by the teacher. This kind of assessment will require that the children use knowledge already learned in class. This will give the opportunity to use critical thinking, communication and problem solving skills.
4. Self and Peer Evaluation System: the students will participate in question and answer games related to class subject matter games. The self- evaluation test will allow the student to prepare his/her own questions and find the answers themselves and then share their learning with the group. Parents, teachers and volunteers will serve as facilitators by encouraging students to interact with peers. This method of assessment will show the students that learning is an active process.
5. School-wide writing prompts: Students will be given a school -wide writing prompt in the fall and spring. These prompts will be scored by a team of teachers using the **Six-Trait Writing Model**. Students enrolled at Arco Iris will have a writing portfolio that will be passed on to the child's next teacher in order to follow the student's progress in ELA writing while they are attending the charter school.
6. Fall and Spring Reading Assessments: Reading assessment will be given to students in the fall and spring to measure annual growth and guide instruction. This data will be used by students, teachers, parents, and administrators. The two tools for reading assessment are

Developmental Reading Assessment (DRA) and the Dynamic **Indicators of Basic Early Literacy Skills (DIBELS).**

Developmental Reading Assessment (DRA)
The Developmental Reading Assessment (DRA) is a series of leveled books and recording sheets designed to allow teachers to determine students' reading accuracy, fluency, and comprehension levels. DRA data are collected at the end of each grading period (cycle) to determine student progress. Students are determined to be near, at, or above grade level, below grade level, or significantly below grade level based on their performance on the assessment relative to their grade level status.
The Developmental Reading Assessment (DRA) is a set of individually administered criterion-referenced reading assessments for students in kindergarten through Grade 8.Modeled after an informal reading inventory, the DRA is intended to be administered, scored, and interpreted by classroom teachers. There are two instruments in the DRA series: the Developmental Reading Assessment, Kindergarten through Grade 3, Second Edition (DRA2, K–3, Beavers, 2006), which includes the DRA Word Analysis (Beavers, 2005), and the Developmental Reading Assessment, 4–8, Second Edition (DRA2, 4–8; Beavers & Carter, 2003). The DRA2 K–3 and 4–8 are intended to identify students' independent reading level, defined as a text on which students meet specific criteria in terms of accuracy, fluency, and comprehension. Additional purposes include identifying students' reading strengths and weaknesses, planning instruction, monitoring reading growth, and, for the DRA2 4–8,
preparing students to meet classroom and testing expectations and providing information to stakeholders regarding reading achievement levels. The DRA Word Analysis is designed to evaluate the phonological awareness and phonics skills of students in kindergarten and early first grade and the word analysis skills of below-grade-level readers in Grades 1 through 5.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
The DIBELS measures were specifically designed to assess 3 of the 5 Big Ideas of early literacy: Phonological Awareness, Alphabetic Principle, and Fluency with Connected Text. The measures are linked to one another, both psychometrically and theoretically, and have been found to be predictive of later reading proficiency.

1. Measures of Phonological Awareness
    - Initial Sounds Fluency (ISF): Assesses a child's skill to identify and produce the initial sound of a given word
    - Phonemic Segmentation Fluency (PSF): Assesses a child's skill to produce the individual sounds within a given word
2. Measure of Alphabetic Principle
    - Nonsense Word Fluency (NWF): Assesses a child's knowledge of letter-sound correspondences as well their ability to blend letters together to form unfamiliar "nonsense" (e.g., fik, lig, etc.) words
3. Measure of Fluency with Connected Text
4. Oral Reading Fluency (ORF): Assesses a child's skill of reading connected text in grade-level material

Please see the Progress Report Card in the Appendix.

6.2 English Language Learners

English Language Learners at Arco Iris will be exposed to the same daily schedule as all students. Generally, students will be integrated into the classroom for most content instruction which is provided in Spanish. Students will also experience English Language Arts as part of the daily routine.

The expectation is that the population of Arco Iris will match similarly to the general Beaverton School District population, and therefore, we will be able to address individual progression needs of students due to the small size of the school. Accordingly, we expect that 11% of the student population may be English Language Learners, which equates to approximately 5 students the first year based on an enrollment of 50 students. Arco Iris has budgeted for part-time staffing to address additional needs of this small group of students.

Arco Iris will have a part-time specialist who will provide English Language instruction to all students. Additionally, this position will use differentiated instruction to deliver ELA content to ELL students. Because there are many methods of delivery of ESL type programs, the specialist will employ the tactic that is most effective, be it Pull Out, Content Based or additional tutoring.

The specialist position is an investment in the overall success of the program and the position will increase with FTE over the course of the years.

6.3 Addressing Achievement Gaps

Should students not be achieving grade level results, due to language or comprehension, classroom teachers or specialist will develop an intervention plan. The teacher or a specialist will work to develop a plan to increase student ability. We will provide professional development for teachers in the areas of instructing academically low-achieving students as well as high-achieving students.

7. The governance structure of the school including public charter school board, membership, selection. Duties and responsibilities.

Helping Minds Organization (HMO), a 501(c)(3), has served in the management role of the Arco Iris initiative for several years. The charter governing board is comprised of community members with diverse professional and ethnic backgrounds, whose extensive expertise supports the mission of the school. This Board will be responsible for overseeing the development and adoption of goals and policies, and will oversee financial management. The school's director, in partnership with the administrative assistant and the office manager, will ultimately manage the day-to-day operations, including record keeping and assessment. The teachers will be responsible for delivering the programs to the students and will assist the director with program implementation. The director must ensure that outcomes are consistent with, and aligned with the charter mission and goals.

The Arco Iris Governance Board serves as the management team and consists of community leaders who are committed to the success of the students at Arco Iris. Five board members make up the core leadership. As a board, the team is responsible for three key things: evaluation of the director, management of finances (and the school's sustainability and growth) and development and adoption of policies and procedures. During the start-up phases, the management team is involved in all aspects of coordination including: research, site visits, outreach and policy and procedure development and approval.

Board Chair: Mary Taylor

Mary is a parent of two elementary school age children and is very interested in making sure they have the best education possible. She has an MBA from Santa Clara University and has worked in the high tech industry for over 20 years, at companies such as Apple Computer, Intel, and Hewlett-Packard. Mary has volunteered in the local schools in Beaverton for the last several years. Previously she started up and ran a mentorship program for at-risk high school students for 5 years. Her high-level, management experience in project and process management, has allowed Mary to lead and direct all aspects of the Arco Iris start-up initiative.

Vice Chair: Danielle Siver

Dani is the parent of two young children. She has been a fundraiser and community organizer for 12 years for Easter Seals, Portland Rose Festival and The Freshwater Trust. She also served as the education advocate for the Oregon Auto Dealers Association and promoted Career and Technical Education in Oregon. Currently, she is the senior project manager at Girl Friday Project Management which helps non-profits and grassroots organizations start-up programs and implement fund development planning.

Member, Education/Curriculum and Arco Iris Director: Isabel Lainez

Isabel has a rich perspective on education. Currently she owns Chiquitos School, a Spanish Immersion pre-school in Beaverton. She received her teaching degree in Honduras and before founding a local immersion pre-school, taught and managed schools in Brazil and the United States. She brings a wealth of experience in managing schools, developing curriculum, and in teaching. She has taught hundreds of children who have continued to learn and develop their Spanish speaking skills as well as prepared them to be effective learners.

Member, Kokila Vidiyarthi

Kokila is the Learning Center Director at MATHNASIUM North Beaverton and has been advising our team on our math program. She graduated with a B.S. in Biochemistry from Jadavpore University, then earned her M.S. from Calcutta University. She believes that people will benefit the most in life if they have a strong math foundation. Kokila enjoys helping kids acquire a love of math. She has 8 years of teaching internationally - in India, Australia and the United States, and brings many innovative teaching insights to our team.

Member, Monique Singleton

Monique is currently the Principal at Riverside Elementary School in the North Clackamas School District. This is the School Districts' second bilingual magnet program. Monique believes bilingual programs are an effective way to teach Spanish speakers English while teaching English speakers Spanish. She brings extensive start up experience for bilingual schools so we are very pleased to have her guidance and insight on this Board.

Arco Iris has also engaged several noted professionals to guide the business practices of the organization. While these individuals do not have voting power, they offer a significant voice in the organizational structure. These advisors are as follows:

Advisor, Finances/Budget: Jim Mullaney

Jim is a CPA with extensive knowledge and experience working with non-profits and schools. He serves as chair of the St. Pius finance committee and has been a key in budget and projection analysis for the K-8 schools expansion. He also served on the talented and gifted education commission for six years. He offers Arco Iris deep budget analysis and scenarios, cash flow projections and additional management insights to be sure that Arco Iris has a financially sustainable business model.

Advisor, Curriculum Assessment: Larissa Jaekel

Larissa Jaekel is an English Language Arts Teacher and will be advising us on our English Language curriculum. Larissa has a B.A. in Elementary Education from Washington State University, and a

Master's Degree in Curriculum and Instruction in Language Arts from Lesley College in Cambridge, MA. Larissa has 8 years of teaching experience in the state of Washington as an elementary classroom teacher and a language arts/reading specialist.

Advisor, Curriculum Assessment: Hayley Mecheski
Hayley is an ESL Teacher at W.L. Henry Elementary School in Hillsboro, which has a Spanish dual language immersion program. She also serves on the Local School Committee for the William Walker Elementary School in BSD. Hayley will be advising Arco Iris on English as a Second Language and will provide guidance for our immersion program.

8. The projected enrollment including ages and grades to be served.

Arco Iris intends to begin operation in September of 2009 with approximately 50 children between the ages of 6 and 9 years old, first through third grade. After 2009 enrollment, one grade will be added each year until the eighth grade is served as well as kindergarten. If needed, the charter plans to offer more than one group per grade every year upon availability of space.

9. The target population of the students the public school is designated to serve.

Arco Iris' developmental program is designed to meet the needs and interests of children of all genders and races, regardless of language, socioeconomic, and cultural background. It is expected, therefore, that the demographic characteristics of the student population will be consistent with that of the School District where the charter will be located.

10. The legal address, facilities and physical location, and applicable occupancy permits and health and safety approvals.

10.1 Legal Address
The current legal address lies at the Helping Minds headquarters at: 11675 SW Butner Road, Beaverton, OR 97225. We are in the process of site selection now, however, we will not engage in a lease until we have secured charter status. Charter school law does not require that a facility be identified at the time the application is submitted, however, we are currently in discussions with the West TV Elementary School about leasing space from them. It is our desire to lease space from a district building since lease payments will go to the District instead of an outside agent, thus making it a win-win situation for our school and the District.

West TV Elementary School is located at 8800 S.W. Leahy Road. It has capacity for almost 400 students but currently has less than 300 enrolled. According to BSD's Enrollment and Capacity Utilization study, West TV Elementary is at 69% of its total available capacity. The projected enrollment for the 2009-2010 school year, a decrease from 2008, is 276 students against a total capacity of 398 students. Adding up to 50 more students would fill the school to 82% capacity. If we are unable to come to an agreement on this location, we do have other options but this is our first choice.

10.2 Arco Iris's Safety Program:

Arco Iris's overall safety goal is to provide a safe environment for its students and faculty. Arco Iris' organizational Policies and Procedures Manual will outline details for situations that may arise and all OSHA and school venue requirements will be met in accordance with the law.

All families will be required to provide significant information about the student including allergies and disabilities, family conflicts, multiple family contacts in case of emergencies. Families will be provided with a handbook to outline emergency and safety procedures for the school. Parent volunteers will be required to pass background checks before volunteering at the school.

We will have a zero tolerance policy for bullying. Children that are targets for bullying usually have lower self-confidence, may be new at the school, feel different, left out, or not have many friends. They do not always have the self-confidence to stand up for themselves or have friends who can. The cornerstone rules to our bullying policy, based on the Olweus Bullying Prevention Program include:

- We will not bully others.
- We will try to help students who are bullied.
- We will try to include students who are left out.
- If we know that somebody is being bullied, we will tell an adult at school and an adult at home.

These simple, clear rules about bullying help to ensure that students are aware of adults' expectations that they refrain from bullying and help students who are bullied. Additionally, parents will be instructed on avoiding and redirecting situations which may induce bullying.

10.3 Occupancy permits and health and safety approvals.

- Arco Iris will fully comply with OR338.115-1 (h), (j), (o), (p) in order to preserve the safety of all the children through the development of appropriate documentation, including first aid and emergency procedures plan and staff/student emergency handbooks. Fire Marshall's and safety inspection, will be performed periodically. All paid staff will undergo fingerprinting and background checks in accordance with BSD and utilize the resources of TSPC to execute.
- Furthermore, we will adopt the district's own safety & Security policies as posted on: http://www.ttsd.k12.or.us/district/risk-management/safety%20and%20Security/

11. A description of admission policies and application procedures

Enrollment will be open to all students who meet the age requirement for entering first grade and have successfully completed the subsequent grade. A simple enrollment form will be completed by families. Should the number of applicants exceed the number of spaces available, a lottery process will be in effect, which will be conducted in accordance with Oregon law. A waiting list will then be administered. Upon acceptance, each student must complete a more detailed registration form to help determine students' readiness, learning style and attitude toward school as well as to learn more about the student and the family. Priority in admission will be given to students who attended the prior year and their siblings in accordance with the law.

Enrollment will begin from April 1 to July 15 of each year for prospective students who will start in September. If there are more applications submitted than spaces available, students will be selected through a lottery process. If at any time a student who has been enrolled decides to withdraw or is

expelled permanently, the next student on the waiting list for the applicable group will be admitted. Students should be admitted any time upon availability.

Please see the Appendix for a copy of the Pre-Application form and Admission packet.

11.1 Use of Waiting List; Filling Spaces if No Waiting List.
If, at any time, a student who has been enrolled declines to attend Arco Iris, or if an attending student withdraws or is permanently expelled, Arco Iris may admit the next student on its waiting list for the applicable grade. We also recognize that, after the final phase of enrollment has been completed and during Arco Iris year, a situation could arise where an opening is created [for example, if a student leaves Arco Iris], but, at that time, there might not be a waiting list for that particular grade, or all students on the waiting list might have already enrolled. In that situation, we propose that Arco Iris may enroll the first student who applies for that available space, so that there is no delay or unnecessary expense incurred in an additional marketing effort and open enrollment process.

11.2 Preferences after First Year.
As provided in ORS 338.125(1), in the second and following years of operation, Arco Iris may give admissions preference to (1) students who were enrolled in Arco Iris in the prior year, and (2) applicants who have siblings who are presently enrolled in Arco Iris and who were enrolled in Arco Iris in the prior year.

11.3 Nondiscrimination.
As provided in ORS 338.125(3), Arco Iris may not limit student admission based on ethnicity, national origin, race, religion, disability, gender, income level, proficiency in the English language or athletic ability, but may limit admission to students within a given age group or grade level.

11.4 Nonresident Students; Limitations.
As provided in ORS 338.125(2), if space is available, Arco Iris may admit students who do not reside in the District. At each phase of the enrollment process, preference will be given to residents of the District so long as state law requires such preference. Nonresident applicants may be accepted to fill any "available spaces" (including spaces on waiting lists). Once a nonresident is accepted, the nonresident will not be excluded by a resident who has submitted an application as part of a later phase of enrollment.

12. Statutes and rules applicable to Arco Iris

12.1 List of laws that apply.
School will comply with all applicable federal, state, and local laws and regulations including Oregon Administrative Rules developed by the Oregon Department of Education that apply to charter schools. As provided in ORS 338.115(1), although statutes and rules that apply to school district boards, school districts or other public schools shall generally not apply to a charter school, the laws listed in ORS 338.115(1) shall apply to Arco Iris.

12.2 Waiver.

Provided in ORS 338.025(2), Arco Iris may apply to the State Board of Education to grant a waiver of any provision of ORS Chapter 338. Arco Iris will give the District a copy of any application for a waiver before submitting it and will give the District a copy of any grant of a waiver promptly after receiving it.

12.3 School Policies.
School will adopt policies as may be required by law and may in its discretion adopt other policies governing operation of Arco Iris and may amend its policies from time to time. Arco Iris will make such policies and amendments available for review at the District's request. If the District desires that certain types of policies be adopted before Arco Iris begins operations, the types of policies and dates by when they must be adopted can be negotiated by the parties and set forth in the charter agreement.

12.4 Nonreligious, Nonsectarian Status.
Provided in ORS 338.035(7), Arco Iris shall not be affiliated with any nonpublic sectarian school or religious institution. As provided in ORS 338.115(4), Arco Iris shall not violate the Establishment Clause of the First Amendment to the United States Constitution or section 5, Article I of the Oregon Constitution, or be religion based.

12.5 Miscellaneous Legal Provisions.
School shall maintain an active enrollment of at least 25 students. Arco Iris may enter into contracts and may lease facilities and services from a school district, education service district, state institution of higher education, other governmental unit, or any person or legal entity. Arco Iris may not levy taxes or issue bonds under which the public incurs liability. Arco Iris may receive and accept gifts, grants and donations from any source for expenditure to carry out the lawful functions of Arco Iris.

13. Proposed budget and financial and enrollment plan, including evidence that the proposed budget and plan(s) are financially sound.

A proposed multi-year operating budget is attached in the Appendix.

Arco Iris has been granted the Incentive grant from the Oregon State Department of Education. These funds, which are identified in the line item called "Federal Charter Grants," will be expended during the three-year period that includes the current fiscal year before opening Arco Iris (through October 2009) and the next 2 school years ending June 30, 2011.

The third year of operation is the first year during which Arco Iris would not be assisted by the Incentive grant. According to the budget, which is based on the operating experience of other Oregon charter schools and other Portland parochial schools- Arco Iris would enter its third operating year with substantial reserves. This would enable Arco Iris to have a contingency to cover budget deficits. In addition, we still project a surplus for years 3 through 5- which would simply be added to these reserves.

This budget as prepared used conservative estimates along with actual amounts derived from quotes we have received from certain vendors. Also, we are quite confident with our Fundraising/Development plan because of the experience and background of some of our board

members. Consequently, the budget, together with the board and management teams experience, we believe establishes strong evidence that Arco Iris will be financially stable, as required by ORS 338.055(2)(b).

The attached operating budget, in estimating state revenue, uses the "Charter Schools Rate" calculated by ODE in its most recent State School Fund Estimates that were published June 2, 2009. We also realize that our nation's economy, including Oregon's are embroiled in a financial crisis. Consequently, we have budgeted a 10% decrease in the Charter School rate for the next biennium school budget which will run July 1, 2011 through June 30, 2013.

In our operating budget the ADMw calculation takes into account the District's poverty factor. Our calculations complies with ORS 327.013(7)(a)(E)(i) and ORS 338.157. The poverty rate for any charter school is calculated as follows:

- Begin with the most recent ODE estimate of District funding
  Take the District's number for "Students in Poverty" and
  Divide by the total ADMr
  Thus generating the District's percentage.

- Multiply the District's percentage
  By the estimated ADMr,
  Then multiply by the 0.25 multiplier set out in ORS 327.013 (7)(a)(E),
  To generate the total add-on, to calculate the AMDw.

13.1 Tuition & Fees.

Arco Iris will not charge tuition to students. As noted in ORS 338.115(1)(g), the following laws shall apply to Arco Iris: ORS 339.141, ORS 339.147, and ORS 339.155. Arco Iris may charge reasonable fees in accordance with state law. Arco Iris shall waive all fees for indigent students in accordance with applicable federal and state law.

13.2 Annual Funding.

Successful fundraising arrives as a result of value, unique programming and relationships with funders. Arco Iris will not only provide value to students and the community, but will be able to demonstrate value within the workforce. Arco Iris proposes unique programming through one-way immersion and by offering Singapore math. And, Arco Iris management has relationships with funders including corporate and grant funders.

In the first two years, Arco Iris will launch a financial development plan with two key revenue generating categories which will allow for long-term sustainability and flexibility (and evaluation) for future fundraising activities. Because Arco Iris has secured the Oregon Department of Education's Incentive Grant and due to the economic status, Arco Iris has budgeted extremely conservative numbers. Arco Iris has a strong management team, including a professional fundraiser, who will drive the total campaign.

Special Services – fee for service programs

In the first two years, Arco Iris will provide several fee for service program elements to provide additional learning opportunities for students and extracurricular activities.

After School Program
An on-site after school program will be available to families from 3:30 – 6:00 pm. For 2.5 hours, students will be able to play, have study hall, and participate in additional extracurricular activities. After payments to teachers, aides, or an outside approved vendor, an estimated $7,500 will benefit the Arco Iris revenues.

Teacher Tutoring
For $20 a half hour, students can schedule one-on-one tutoring session with an Arco Iris teacher before or after school. These sessions are available for students whose parents may use Kumon or Sylvan as support. Group tutoring is also available. Currently the program is considered budget neutral as demand will drive the revenue.

Track and Jump Rope Team
The track and jump rope team has year-round activities and participation in outside competition and activities. Coordination of this activity is considered a budget neutral impact.

Additional activities will be developed in the future as demand requires or requests. These programs will be looked to as means for future funding of the school.

Annual Fundraising

Family Donations
Charter schools depend on donations from families and other local supporters. Arco Iris will maintain a booster program similar to BSD's Beaverton Education Foundation, asking the community to make regular donations to the school. We expect to have booster members composed of active and enthusiastic parents and community members dedicated to enhancing the school programs and student experience. The Hispanic Metropolitan Chamber has already expressed their interest and support of our school. An extremely conservative amount of $12,000 is budgeted in the operating budget, which estimates less than $500 per student headcount per year. Based on other charter school family donations, the per student average is less than other schools.

Annual Auction
Arco Iris will produce an annual multi-cultural celebration and auction. Families, local supporters and community leaders will be asked to participate in the annual fundraising event. Conservative net numbers are outlined in the budget.

Corporate Gifts
Numerous corporations and local businesses have expressed interest in the Arco Iris mission and focus of language immersion and intensive mathematics. Additional prospecting has yielded a comprehensive list of possible funders due to the specific programmatic elements (Spanish language and Singapore Math) of Arco Iris. To name a few:

- Don Pancho

- Intel
- Reser's
- McDonald's
- Fed Ex

Grant Funding
Arco Iris leadership has proposals ready to submit to local, regional and national grant makers. Currently this area of fundraising has not been outlined or capitalized in the four year budget due to timeline management of requests and implementation. Although the economic crisis has decimated many disbursements, grant funding is easily a target area.

Government Grants
Arco Iris will focus on governmental grant making in the following areas:
- Department of Defense and Homeland Security (language)
- Education (charter school sustainability funding, innovative classrooms and teacher performance)

Private Grants
Outreach has begun with family and personal foundations.

13.3.1 Keeping Count.
Arco Iris shall identify and count, and keep accurate records of, its number of enrolled students and their days present and absent; attendance; special education students; students eligible for and enrolled in an English as a Second Language program under ORS 336.079; and other data required in order to calculate average daily membership, weighted average daily membership (ADMw), and related terms necessary to determine funding under state law, particularly ORS 338.155 and 327.013.

13.3.2 Calculating ADMw and Funding.
For each school year, the District shall provide funding to Arco Iris in accordance with ORS 338.155(2), as that formula may be changed from time to time. Until the law is changed, the funding for elementary students shall be a minimum of 80% of the charter school rate for the District as determined by the State of Oregon Department of Education [as calculated under ORS 327.013] multiplied by Arco Iris ADMw.
(a) Arco Iris shall determine its ADMw for the period to be covered by reports given to the District [using projected ADMw for the first reports specified below].
(b) The calculation of the additional amounts under ORS 327.013(7)(a) shall include, but not be limited to, an additional 0.5 for each student in average daily membership eligible for and enrolled in an English as a Second Language program under ORS 336.079.
(c) In addition, to take into account the "poverty factor" under ORS 327.013(7)(a)(E)(i), and as required by ORS 338.157, the parties will use the same percentage used in calculating the District's adjusted poverty factor, as that percentage may be changed from time to time. To illustrate, suppose the poverty factor used for the District is 16% of ADM; assume the ADM for Arco Iris is 100 students; then

100 would be multiplied by 16%; and this would be multiplied by 0.25; thus, a total of 4.0 would be added to Arco Iris's ADM in calculating ADMw.

13.3.3 Reports to District. Arco Iris shall give written reports to the District, containing the data set forth in Section 13.2.1 and 13.2.2, on or before the 10th day of each of the following months of each school year: July, August, September, October, November, December, January, February, March, April, and May. The July and August reports and possibly the September report [and thus the July and August and possibly the September payments under Section 13.2.5] shall be based on Arco Iris's projected ADMw.

13.3.4 Dates of Payments by District to Arco Iris. Pursuant to ORS 338.155(8), the District shall send payment to Arco Iris in the percentages set out by applicable law within 10 days after receiving payments from the State School Fund pursuant to ORS 327.095. Those percentage payments are currently: July-2/3 percent; each month thereafter through April - 1/3 percent; and the balance in May. There will be an adjustment with the final [May] payment, as provided in state law, to reflect changes in calculation of ADMw, changes, if any, in the general purpose grant amount, and changes, if any, with respect to funding during prior school years.

The parties recognize that there may be fluctuations from month to month in the total sum on which these percentage amounts are calculated due to fluctuations in Arco Iris ADMw during a school year, as well as due to possible changes in the state's determination of the general purpose grant or Charter Schools Rate, and thus the amount payable by the District to Arco Iris may change from month to month. There will be an adjustment with the final payment, as provided in state law, to reflect changes in calculation of ADMw and changes, if any, in the general purpose grant amount, as well as changes with respect to funding during prior school years that may be based on final calculations of ADMw and the general purpose grant amount that are not finalized until after the end of a school year.

13.3.5 End of State Funding. The financial commitment on the part of the District contained in the charter agreement will be subject to annual appropriation by the State of Oregon, and the District will have no obligation to fund Arco Iris's operations if State funding does not occur.

13.4 Initial Budget; Annual Budgets.
Noted above, Arco Iris's proposed budget for the first year of operation is attached as Appendix 1. On or before May 15th of each year, Arco Iris shall submit to the District its proposed budget for the following school year, so that the District can review it as part of its consideration of Arco Iris's financial stability. Arco Iris shall be responsible for all costs associated with school operations, including the costs of subcontracting for goods and services, except as expressly provided in the Charter Agreement.

13.5 Fiscal Agent.
School shall act as its own fiscal agent.

13.6 Fiscal Year.
Upon approval of the charter sponsorship, the fiscal year of Arco Iris shall be July 1 through June 30.

13.7 Financial Records, Audits and Accounting Reports.

Arco Iris shall maintain and retain appropriate financial records in accordance with all applicable federal and state laws. Arco Iris shall have audits performed in compliance with any applicable laws, as such laws may be changed from time to time. At the present time, ORS 338.095(2) requires Arco Iris to have an annual audit of the accounts of Arco Iris prepared in accordance with the Municipal Audit Law, ORS 297.405 to 297.555 and 297.990, and requires that the annual audit be forwarded to the District, the State Board of Education, and the Department of Education.

13.8 Financial Management.
Arco Iris shall operate in accordance with generally accepted standards of fiscal management for nonprofit corporations, provided that Arco Iris's accounting method shall comply in all instances with applicable governmental accounting requirements that explicitly apply to charter schools. Subject to the charter agreement, Arco Iris through its Board of Directors shall be fiscally responsible for its own operations within the limitations of any funding provided by the District and other revenues derived by Arco Iris.

13.9 Other Sources of Funds for Arco Iris; Fundraising.
As described in Section 13.2, Arco Iris may accept gifts, donations, grants and loans, including those described in ORS 338.155(9) and ORS 338.185. The District shall also transfer to Arco Iris its proportionate share of any federal, state, or other government grants (or other funding) that are made to the District, where the amount of the grant (or other funding) is based on the District's ADMw, enrollment, or other count or calculation of number of students (examples would include lottery funds and school improvement fund grants). Arco Iris shall comply with all state and federal laws regarding reporting of charitable contributions. Arco Iris shall record all gifts, donations, loans, and grants in the financial records required in Section 13.6. As provided in ORS 338.125(4), Arco Iris may conduct fund-raising activities, but it shall not require a student to participate in fund-raising activities as a condition of admission to Arco Iris.

14. The standards for behavior and description of discipline, suspension or expulsion of students.

Arco Iris will align its policies with the Beaverton School District policies that apply to suspension and/or expulsion. In addition, Arco Iris will create and adopt its own Code of Student Conduct (CSC) and Code of Parent Conduct (CPC), which will state the acceptable and unacceptable behavior and will include the consequences for failing to abide by the Code. Parents will receive a handbook describing the Code at the beginning of each school year and will be required to sign a form acknowledging that they have reviewed the Code with their child(ren) and both understand that failure t o abide by the Code may put their enrollment at risk. The Code of Student and Parent Conduct is under construction and a copy to the district will be available upon request.

In addition, the charter school staff and faculty will support student behavior by:

- Modeling respect for all
- Creating a peaceful environment
- Promoting a strong work ethic
- Creating a program in which children are eager to participate
- Establishing a dress code that will lead to a focus on school rather than personal fashion statements

14.1 Expectations for Conduct and School Environment.
A major goal of Arco Iris program will be to teach students how to behave appropriately in school. All students will be expected to conduct themselves at all times to show utmost respect for themselves and others.

Arco Iris will incorporate a school-wide behavior program. This program will clearly state, teach, and practice positive behavior on a frequent basis. These learned, practiced behaviors will lead to an environment that fosters honesty, kindness, courage, friendship, responsibility, self-discipline, fairness, citizenship, respect, integrity, professionalism, and perseverance. Arco Iris's staff is committed to maintaining a school environment that is safe, orderly and caring.

The Board of Directors will demand a safe and secure school for teaching and learning and will adopt policies that incorporate suspension and expulsion statutes for behavior that threatens student safety and learning. Policies will include the due process rights to which a student attending a public school in Oregon is entitled. A student will be expelled for violation of the statute concerning a weapon on School property and will be excluded from attending Arco Iris. Additional reasons for expulsion may include drug-related violations, arson, assault and battery, and other serious crimes.

14.2 Student Behavior.
Arco Iris is dedicated to preparing its students to become successful and productive citizens. In doing so, Arco Iris will treat all students with dignity, respect, understanding and discipline. The staff at Arco Iris is charged with maintaining a warm, but orderly learning environment that emphasizes positive behavioral learning techniques. They will attempt to maintain a focused, friendly classroom environment during classroom instruction and work times. Appropriate and constructive behaviors will be emphasized. The staff is also given full responsibility to issue appropriate corrections and consequences to any student whose behavior is inappropriate. Outstanding student conduct will be recognized.

14.3 Detention, Suspension, and Expulsion of students.
In the first several years of operation, especially with young children, Arco Iris does not expect to address detention, suspension or expulsion. However, the detention, suspension and expulsion policies of Arco Iris will comply with the provisions of Oregon state laws. They will be approved by the board of directors of Arco Iris and submitted to the District before Arco Iris opens. A draft is on record if the Beaverton School District would like to review them in advance.

15. Proposed calendar, including the length of day and year
Arco Iris will follow a traditional academic calendar and will follow the Beaverton School District calendar closely. The students will have a unique school day that provides students with more focused learning time to allow for language acquisition and mastery of learning targets. The Arco Iris day has been specifically structured to support parents who work full-time while ensuring that teachers have adequate daily time for creative lesson planning and professional development. Arco Iris is still refining its academic plans, and will continue to refine and improve the schedule outlined below throughout Arco Iris's operational life as we learn from experience.

15.1 Length of Day and School year
The charter school plans to offer minimum of 38 weeks of educational services to the students. The school year will be aligned with the School District, but with fewer closures because Substitute teachers will be used during staff development days and parent-teacher conference days. The regular school year will begin in September (the first weekday after Labor Day) and end on second or third week of June.

Our current plan is to open on September 8, 2009, however, we will remain flexible in order to partner with the District and make sure our operations are in place prior to opening. School will start at 8:15 a.m. and end at 3:30 p.m., Monday through Friday. The longer day is observed in other charter schools and allows more time for instruction and enrichment activities. The teacher work day begins at 8:00 am and ends at 4:00 pm.

15.2 Longer School Day
Benefits of a Longer Day. By offering a longer school day, Arco Iris will offer students additional learning opportunities beyond the school day by providing after school extracurricular activities including: Math Team, Spelling Bee Team, and on-site study hall. The classroom teacher's workday will start fifteen minutes before school opening and end fifteen minutes after dismissal. All teachers will arrive at 8:00 am and conclude their day at 3:45 pm.
15.2.1 Morning Arrival. Students will arrive for morning welcoming activities beginning at 8:15 am.
15.2.2 Daily Assembly. At 8:30 am, students will gather in classrooms.
15.2.3 Morning Literacy Periods. From 9:00 to 12:00 pm, students will learn basic academic skills, including English Language Arts and mathematics. They will receive this instruction in small groups and whole classroom settings. A short recess and snack will break up the learning.
15.2.4 Lunch/Recess. At 12:00 pm, students will have lunch and recess. In grades 1 - 3, lunch will be followed by recess with supervised play on outside equipment.
15.2.5 Social Studies and Science. Students will engage in social studies and science curriculum and reinforce language arts skills through these disciplines. During a Global Studies period, students will learn the fundamentals of social and international studies, including such elements as citizenship, United States history, world history, and world cultures. During science, they will learn the fundamentals of scientific studies, including elements of physical science, geology, geography, astronomy, biology, chemistry and physics. The extended time periods allow for experiments and group study and exploration.
15.2.6 Art, Humanities, and Home Ec. Students will focus on other subject areas while reinforcing the reading and math skills learned that morning.
15.2.7 After School. At 3:30 pm, students will return to the common assembly area for the start of the assembly period.

Below, is a sample schedule illustrates how the Arco Iris day is likely to be structured for teachers and students. Since Arco Iris is still refining its academic plans, the schedule is subject to change at the applicant's discretion. As with many schools, core academic areas are positioned at the beginning of the day.

Arco Iris
Spanish Immersion School

Sample of 1st Grade Daily Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Descriptions of Activities aligned with ODE and BSD learning target requirements:
8:15	Morning Assembly	Morning Assembly	Morning Assembly	Morning Assembly	Morning Assembly	All assemble in common room, parent drop off, quiet play
8:25	Line Up for Class	Line Up for Class	Line Up for Class	Line Up for Class	Line Up for Class	Walk to class room, put away lunch boxes
8:35	Good Morning in the Class	Good Morning in the Class	Good Morning in the Class	Good Morning in the Class	Good Morning in the Class	Good Morning: Spanish nursery rhymes, day of the week/month, season, weather, announcements, small discussion (what did you do this weekend, family, friends), close with the daily itinerary
8:45	Spanish Story Time	Spanish Story Time	Spanish Story Time	Spanish Story Time	Spanish Story Time	
9:00	Math	English Language Arts	Math	Math	English Language Arts	Singapore Math: telling time, counting, math facts, math drills, worksheets
9:30	Group Math drills and activities		Group Math drills and activities	Group Math drills and activities		
10:00	Recess or PE + daily snack	Recess or PE + daily snack	Recess or PE + daily snack	Recess or PE + daily snack	Recess or PE + daily snack	Language Arts: listening to reading, spelling, reading quietly and out loud in a group, vocabulary, writing
10:30	English Language Arts	Math	English Language Arts	English Language Arts	Math	
11:45	Listening to Reading or Silent Reading	Math Drills and Activities	Listening to Reading or Silent Reading	Listening to Reading or Silent Reading	Math Drills and Activities	Spanish Language Arts: curriculum is embedded into Language Arts, science, social studies and art and humanities
12:00	Lunch and Recess	Lunch and Recess	Lunch and Recess	Lunch and Recess	Lunch and Recess	
12:45	Focus	Focus	Focus	Focus	Focus	Focus: provides a transition after lunch and recess and before significant learning begins; provides important review of skills: math drill, out loud spelling or reading
1:00	Social Studies or Science	Social Studies or Science	Social Studies or Science	Social Studies or Science	Science or Social Studies	Social Studies: Citizenship, Global Studies, Current events
2:00	Science or Social Studies Experiments and Activities	Science or Social Studies Experiments and Activities	Science or Social Studies Experiments and Activities	Science or Social Studies Experiments and Activities	Science or Social Studies Experiments and Activities	Science: required skill sets, science experiments,
2:30	Recess or PE	Recess or PE	Recess or PE	Recess or PE	Recess or PE	
3:00	Art, Humanities, Technology and Home Ec	Art, Humanities, Technology and Home Ec	Art, Humanities, Technology and Home Ec	Art, Humanities, Technology and Home Ec	Art, Humanities, Technology and Home Ec	Art, Humanities and Home Economics: multicultural activities and learning, art appreciation, music, life skills (ie: development of fine motor skills with sewing)
3:30	*After school*	*After school*	*After school*	*Afterschool*	*After school*	Technology: use of computers

Arco Iris
Spanish Immersion School

Sample of 2nd and 3rd Grade Daily Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Descriptions of Activities aligned with ODE and BSD learning target requirements:
8:15	Morning Assembly	Morning Assembly	Morning Assembly	Morning Assembly	Morning Assembly	All assemble in common room, parent drop off, quiet play
8:25	Line Up for Class	Line Up for Class	Line Up for Class	Line Up for Class	Line Up for Class	Walk to class room, put away lunch boxes
8:35	Good Morning in the Class	Good Morning in the Class	Good Morning in the Class	Good Morning in the Class	Good Morning in the Class	Good Morning: Spanish nursery rhymes, day of the week/month, season, weather, announcements, small discussion (what did you do this weekend, family, friends), close with the daily itinerary
8:45	Math	English Language Arts	Math	Math	English Language Arts	Singapore Math: telling time, counting, math facts, math drills, worksheets
10:00	Recess or PE + daily snack	Recess or PE + daily snack	Recess or PE + daily snack	Recess or PE + daily snack	Recess or PE + daily snack	Language Arts: spelling, reading quietly and out loud in a group, vocabulary, writing
10:30	English Language Arts	Math	English Language Arts	English Language Arts	Math	Spanish Language Arts: curriculum is embedded into Language Arts, science, social studies and art and humanities
11:45						Focus: provides a transition after lunch and recess and before significant learning begins; provides important review of skills: math drill, out loud spelling or reading
12:00	Lunch and Recess	Lunch and Recess	Lunch and Recess	Lunch amd Recess	Lunch and Recess	
12:45	Focus	Focus	Focus	Focus	Focus	
1:00	Social Studies or Science	Social Studies or Science	Social Studies or Science	Social Studies or Science	Science or Social Studies	Social Studies: Citizenship, Global Studies, Current events
2:00		Science or Social Studies Experiments and Activities	Science or Social Studies Experiments and Activities	Science or Social Studies Experiments and Activities		Science: required skill sets, science experiments,
2:30	Recess or PE	Recess or PE	Recess or PE	Recess or PE	Recess or PE	
3:00	Art, Humanities, Technology and Home Ec	Art, Humanities, Technology and Home Ec	Art, Humanities, Technology and Home Ec	Art, Humanities, Technology and Home Ec	Art, Humanities, Technology and Home Ec	Art, Humanities and Home Economics: multicultural activities and learning, art appreciation, music, life skills (ie: development of fine motor skills with sewing)
3:30	*After school*	*After school*	*After school*	*Afterschool*	*After school*	Technology: use of computers

15.3 Calendar

Arco Iris will commence each academic year the day after Labor Day. Arco Iris will celebrate all national holidays consistent with the District calendar. Some school days will be shortened to allow for ongoing professional development, parent/teacher meetings, and other important activities.

Arco Iris Spanish Immersion School		
2009 – 2010 Academic Year Calendar		
2009		
	Teacher Prep for School Year	no students
Tuesday, September 7	First day of school for students	
Friday, October 9	Teacher workday	no students
Friday, October 31, 2010	Quarter grading day/ staff development day	no students
	Parent / Teacher Conferences	
Monday, November 9	Veterans' Day holiday	school closed
Thursday, November 26	Thanksgiving holiday	school closed
Friday, November 27	Thanksgiving holiday	
Monday, December 7	Trimester grading day/staff development day	no students
	Holiday Performance and Potluck	family event
December 21 - January 3	Winter break	no school
2010		
Monday, January 18	Martin Luther King, Jr. birthday	no school
Monday, January 25	Quarter grading day/staff development day	no students
February	Parent / Teacher Conferences	
Monday February 15	Presidents' Day holiday	no school
Friday, March 12	Trimester grading day/ staff development day	no students
March 22 - March 26	Spring break	no school
Friday, April 9	Quarter grading day/assessment day	no students
	Cinco de Mayo Pot Luck	family event
	Spanish Spelling Bee	community event
Friday, May 28	Staff Development day	no students
Monday, May 31	Memorial Day holiday	no school
June	Parent / Teacher Conferences	
June	Field Day	family event
Friday, June 17	Last day for students	
Friday, June 18	Last day for teachers	no students

16. A description of the proposed school staff and required qualifications of the teacher, including breakdowns of professional staff who will hold a valid teaching license issued by the Teacher Standards and Practices Committee (TSPC) and those who will not be required to hold a license but will be registered with the TSPC. At least one and a half of the full time equivalent teaching and administrative staff of the public charter school should be licensed.

16.1 School Staffing and Salary Plan

Arco Iris will initially employ the following professionals at the time of opening:

- Two full-time teachers.
- One director/administrator.
- One part-time administrative assistant/office manager.
- One part-time English teacher/Specialist.

Upon availability of funding, part-time teachers for music, art and physical education will be hired. In the meantime, the school will partner with local community members who can share their artistic and physical skills with the students.

All the employees at the school will be employed by the Charter School. Contracts will be "at will." Arco Iris has received applications from teachers interested in teaching at our school, and none so far are from the Beaverton School District. We intend to post our openings nationally.

Salaries will be based on the teacher's experience and professional background and subject to State and Federal laws. Our salary structure will be 80% of the Beaverton School District salary schedule. We will receive less funding than BSD does, approximately 80% ADMw so we will need to be very efficient with our funds. We believe this is doable since we will not incur the same PERS rate that BSD faces and have lower insurance costs. This salary structure (see Appendix) is in line with private schools such as St. Pius X and Holy Trinity. We will attract and retain teachers by having smaller class sizes and enabling teachers to play more of a role in shaping the educational program for each student. By providing a closely knit and supportive environment, free from many of the statutes and rules governing public schools, we are confident we can attract high quality educators while maintaining an efficient budget.

Arco Iris, through a third party will be responsible for handling payroll. ADP (a business payroll services provider) will prepare payroll on the monthly basis.

No School District should be the employer of any employee of Arco Iris. However, all employment provisions should be subject to State and Federal laws. The Director of the school will have authority to hire, evaluate, promote, supervise and terminate charter school employees. The Director should set all terms and conditions of employment and the written contract including all decisions regarding salary and benefits, with the School Board approval. The Charter School Board shall exercise appropriate oversight and ultimate authority over the Charter School budget, management and operations.

ORS 338.135 will support any employee from any district who chooses to work for the charter school. The charter school shall participate in the Public Employees Retirement System in compliance with ORS.135(5).

16.2 Staff Qualifications and Responsibilities

Arco Iris will follow the "Terms of the Charter Agreement," as outlined in the Beaverton School Board policy.

a. Public charter school law requires the following:

(1) Employee assignment to a public charter school shall be voluntary;
(2) A public charter school or the sponsor of the public charter school may be considered the employer of any employees of the public charter school;
(3) If the Board is not the sponsor of the public charter school, it shall not be the employer and shall not collectively bargain with the employees;
(4) A public charter school employee may be a member of a labor organization or organize with other employees to bargain collectively. The bargaining unit may be separate from other bargaining units of the district;
(5) The public charter school governing body shall control the selection of employees at the public charter school;
(6) The Board shall grant a leave of absence to any employee who chooses to work in the public charter school. The length and terms of the leave of absence shall be set by collective bargaining agreement or by Board policy. However, the length of leave of absence may not be less than two years unless:
(a) The charter of the public school is terminated or the public charter school is dissolved or closed during the leave of absence; or (b) The employee and the Board have mutually agreed to a different length of time.
(7) An employee of a public charter school operating within the district who is granted a leave of absence and returns to employment with the district shall retain seniority and benefits as an employee, pursuant to the terms of the leave of absence.

b. The terms and conditions of employment addressed in the agreement may include, but are not be limited to:

(1) A proposed plan for the placement of teachers and other school employees upon termination or non-renewal of the charter.
(2) Arrangements for employees who choose not to be employed or participate in the public charter school, if a district school has been converted to a public charter school;
(3) Salary for professional staff or wages for classified staff;
(4) Health benefits;
(5) Leaves, including timing, commencement and duration of leave; voluntary and involuntary termination and return to work; whether the leave is paid or unpaid; and a description of benefits upon termination of leave (i.e., same, similar or available position and salary schedule placement);
(6) Work year;
(7) Working hours;
(8) Discipline and dismissal procedures;
(9) Arrangements to secure substitutes;
(10) Arrangements to ensure that 50 percent of the total fulltime equivalent teaching and administrative staff are licensed;

(11) Hiring practices;
(12) Evaluation procedures.

Characteristics of the Arco Iris teachers and staff

1. Shared mission, goals and values
2. Work in collaborative teams
3. Collective inquiry into best practice
4. Accountability

EMPLOYEE CONDUCT AND RESPONSIBILITY
Code: GB-AR-1
Adopted: 7/20/81
Readopted: 4/1/00,
2/23/06
Orig. Code: 4116

All employees shall also be expected to:
1. Use time during working hours and during time on authorized leave for the intended purpose;
2. Maintain appropriate relationships with students and not use such relationships for private advantage;
3. Distinguish between personal views and those of the district to avoid misrepresentation of the district;
4. Influence professional colleagues without coercion;
5. Represent their own professional qualifications in a true and accurate manner;
6. Perform in accordance with the employee's current position description, performance goals and authorized directives from supervisory authority;
7. Perform all duties and responsibilities with reasonable care and at a level which is generally recognized in the profession as reasonably adequate and efficient under similar circumstances;
8. With respect to probationary and temporary personnel, perform at a level which, in the judgment of the Board, demonstrates that consideration of continued employment, renewal of contract or election to permanent status, as the case may be, is justified;
9. Use district vehicles, property for personal use only with expressed permission. Beaverton School District

All Arco Iris administrators, teachers and classified employees will exhibit a high degree of responsibility and conduct themselves in a professional manner at all times.
Administrators and teachers are expected to meet the conditions contained in the respective Standards for Competent and Ethical Performance of Oregon Educators and the District Code of Professional Conduct.

16.2.1 Director
Qualifications: Minimum six years of experience in education and administration. Strong interpersonal and leadership skills, five or more years of supervisory or administrative experience, two or more years experience in training. Preferred teaching experience from 1st to 6th grade. Candidate must speak, write and understand Spanish close to fluency. Must be committed to the school's mission and goals.

Responsibilities: Supervise school and students

- Ensure excellence in teaching and learning.
- Design, develop and implement program.
- Measure the institutional outcomes.
- Develop the code of behavior for students and parents, staff and faculty.
- Ensure that school complies with local, state and federal requirements.
- Represent the charter school at local, state and national events.
- Develop marketing plan to attract new students.
- Develop effective staff and professional development programs that match school and individual goals to improve performance; model continuous professional improvement.
- Prepare schedule, assign staff, set job performance standards and evaluate staff.
- Generate public support for the school's program and education in general.
- Use technology effectively for administrative, instructional and communications functions.
- File required reports with local, state and federal educational agencies and the school advisory board.

16.2.2 Teacher

Qualifications: Must speak, read and understand Spanish close to fluency. Must demonstrate competency as a reading and language arts teacher or head teacher. Must have experience and demonstrate competency in all areas of core content. Must be responsible, computer literate, excellent verbal and written language skills, have excellent child rapport and strong interpersonal skills. At least one half of teaching and administrative staff must be licensed under the TSPC standards.

Teacher Responsibilities:

- Develop instructional goals and lesson plans.
- Design and implement coherent instructions.
- Assess instructional effectiveness and student performance.
- Develop positive relationship with students, parents, co-workers, director and the community.
- Effectively manage classroom teaching and learning time.
- Enforce code of behavior for students and parents.
- Motivate students to achieve at their highest ability and potential through a well-structured and dynamic classroom plan aiming for high expectations yet demonstrating sensitivity to different learning styles.
- Use resources effectively to support learning activities in the classroom.
- Work cooperatively with parents.
- Demonstrate effective planning for instruction.
- Select appropriate materials for implementation of the curriculum and adapt material and method to the learning styles, needs and abilities of students.
- Assume other responsibilities assigned by the director.

16.2.3 Professional Development Responsibilities

Arco Iris teachers will be required to participate in ongoing professional development to enhance content knowledge and increase their use of a range of effective instructional technologies. We will

provide professional development for teachers in the areas of instructing academically low-achieving students as well as high-achieving students. We will hold regular and frequent training sessions specifically on the use of Singapore Mathematics that include, but are not limited to, instructional strategies, watching an experienced teacher teach lessons, and tutoring practices to support weaker students who could benefit from additional support.

16.3 Teacher Evaluation Program

Arco Iris agrees with, and will follow the Beaverton School Board Policy on staff evaluations.

Code: GCN/GDN
Adopted: 2/23/87
Revised/Readopted:
3/10/97, 2/9/98
Orig. Code: 4117

The policy states:

An effective evaluation program is essential to a quality educational program and an important tool in the improvement of the individual teachers' instruction, in the assessment of his/her performance and in the ability of the individual employee to carry out his/her specific job assignments. Under Board policy, administrators are charged with the responsibility of evaluating the staff in order to assess the performance of individual employees in meeting the expectations of their assignments.

An evaluation program provides a tool for supervisors who are responsible for making decisions about promotion, demotion, contract extension, contract non-extension, contract renewal or non-renewal, dismissal and discipline. Please see the Appendix for a sample from our Professional Development & Evaluation Handbook for Licensed Staff.

This evaluation program is designed to provide an opportunity for staff to set goals and objectives, including plans for professional growth and receive administrative responses to them; to have formal and informal observations of the teaching of licensed employees and the performance of other duties and job responsibilities of all staff; to receive verbal and written comments and suggestions for improvement from supervisors; and to have clear opportunities to make improvement within specific timelines.

All classified employees will be formally evaluated by their immediate administrative supervisor at least once during their first six months of employment and at least biennially thereafter. Evaluation of licensed staff shall be conducted to conform to Oregon Revised Statutes 342.850 and any applicable labor contract provisions.

Each employee will be evaluated in accordance with the evaluation program dictated by the job function.

Evaluations shall include four elements as listed below:

1. Each employee will be evaluated at periodic intervals by the director
2. The evaluation shall assess the employee's performance of the duties and responsibilities specified in the job description and evaluation standard;

3. The director will inform the employee prior to the period of performance being evaluated his/her expectation regarding the employee's performance;
4. The director will provide the employee with a copy of the evaluation document and discuss it with him/her in an effort to promote the employee's understanding of it.

It should be noted that given the small size of Arco Iris daily observation and evaluation will take place by the school Director. Given this small environment teachers will be able to observe lessons by their colleagues so best practices can be shared. Individual performance reviews will be conducted 3 times a year in partnership with the school's Director. Please see the Appendix for portions of the Professional Development & Evaluation Handbook for Licensed Staff.

The process to be followed in conducting and discussing the evaluation with the employee is at the discretion of the supervisor within. With the exception of dismissal of non-contracted probationary staff, violation of law or stature, performance deficiencies which are identified during the evaluation process will be addressed in a plan of assistance/intensive plan. An evaluation which has been completed and signed by both the supervisor and the employee shall not be subsequently altered or supplemented by either party except as provided for in policy. A supervisor who wishes to address an item referenced in a previously completed evaluation may do so by way of a subsequent evaluation.

Fingerprinting and Criminal Checks
Finger printing and criminal checks will be completed for all certified and classifed employees as required by ORS 181.5239, 326.603, 326.607, and 342.232. Each member of the Public Charter School governing body will be subject to the same requirements.

Personnel Files
An official personnel file will be established for each person employed by the district/charter school. All records containing employee medical condition information such as workers' compensation reports and release/permission to return to work forms will be kept confidential, in a separate file from personnel records. Such records will be released only in accordance with the requirements of the Americans with Disabilities Act or other applicable law.

The director or designee will be responsible for establishing regulations regarding the control, use, safety and maintenance of all personnel records. Upon request, employees will be given a copy of evaluations, complaints and written disciplinary actions to be placed in their personnel file. All charges resulting in disciplinary action shall be considered a permanent part of the teacher's personnel file and shall not be removed for any reason. Employees may submit a written response to any materials placed in their personnel file.

16.4 Staff Bios

We have interviewed and selected candidates to staff the school and their bios are contained here. Offers to the following candidates will be contingent upon charter acceptance by the School Board.

- Isabel Lainez, Director – Isabel has been the Director at another local Spanish immersion school for the past 12 years. She brings a wealth of experience in managing schools, teaching, and coaching teachers in guiding students to meet learning targets. She has a degree in Elementary Teaching and a BS in Manufacturing Engineering.

- Anabel Munana-Vasquez, Teacher – Anabel is certified as a Bilingual Teacher through Portland State University's Bilingual Teacher Pathway Program. She holds a Master of Arts in Education and has six years experience working with ESL students K-12. Anabel is currently working in a local school district in Portland, OR. Anabel completed graduate courses in Physical Education and will be contributing to the PE curriculum as well.
- Larissa Jaekel, English Language Arts Teacher-Larissa has a B.A. in Elementary Education from Washington State University, and a Master's Degree in Curriculum and Instruction in Language Arts from Lesley College in Cambridge, MA. Larissa has 8 years of teaching experience in the state of Washington as an elementary classroom teacher and a language arts/reading specialist.

17. The date upon which the public charter school would begin operating:
September 8, 2009 or upon a negotiated start-date with BSD.

18. The arrangement for any necessary special education and related services for students with disabilities who may attend the public charter school.
Arco Iris is committed to inclusion and acceptance, supporting all students by identifying individual learning styles, needs and interests. While the School District receives all special education funding for eligible students attending the Charter School, and retains all responsibility for identifying eligible students and delivering special education services to such student, Arco Iris teachers and staff will assist the School District and students' IEP teams in the delivery of such services as required under applicable state and federal law. Such assistance includes notifying the District when a student with a disability enrolls, participation in IEP team meetings, consultation and coordination with District special education staff, and otherwise working with District staff to assure that all eligible students properly receive the special educations services to which such students are entitled.

19. Information on the manner in which the community groups may be involved in the planning and development process of the public charter school.
Arco Iris will involve parents and community members as active participants in both the planning and the implementation of the program. Once the charter is in operation, parents and community volunteers can be part of the PTO, the advisory committee and other school committees.

Before and after the school begins its operation, meetings and town halls will be held throughout the community to inform and recruit parents who will support the planning and development of the program. Arco Iris will establish partnerships with organizations from the community to share the commitment to an excellent educational program for all children. Financial and in-kind support will be accepted by the school. A list of needs and services will be made available to parents and community members in order to provide outlets for volunteers and engage both in activities of high benefit for the school.
The charter school students, parents, staff and faculty will also participate in cultural and community activities that will help make the school known by all.

20. The Term of the Charter
Arco Iris is applying for an initial 5-year term (September 2009 through September 2014) with the expectations of renewal thereafter.

21. The plan for performance bonding or insuring the public charter school including building and liabilities

The charter will obtain the following insurance

a.) property insurance- as required by the landlord
b.) comprehensive general insurance- $5,000,000
c.) officers and directors/ errors and omissions- $800,000
d.) motor vehicle liability (if owned) - $ 2,000,000
e.) workers compensation, as required by the state
f.) honesty bond- $25,000 to $100,000
g.) others- $500,000

22. A proposed plan for the placement of teachers, staff and students upon the termination or non-renewal of a charter.

Arco Iris does not anticipate the dissolution of the school once the charter has been granted. However, upon dissolution, the Board and administrators of the school will work with the District to assist employees and students with placement at another school within the District. The charter school governing board may only terminate, dissolve or close the charter school only at the end of the school year. At that time, the board of the school will determine if they will continue the school as a private school. In the event of dissolution, the assets of the charter school that were purchased with public funds shall be administered by ODE and Beaverton School District.

23. The manner in which the program review and the fiscal audit will be conducted.

In accordance with Municipal Audit Law ORS 297.405 to 297.555 and 297.990 the charter school will perform an annual audit to its accounts. Performed by a contracted outside party, Arco Iris will also have a Board investigation team to support the review and recommendations. The copy of the annual audit and report will be send to the District and to the Oregon Department of Education. At least once a year the charter will report to the State Board of Education, and will comply with any requirement, report or information inquired in accordance with ORS 338.095(1).

An independent accountant and licensed CPA firm and will assist with financial records. Balance and profit and lost sheet will be prepared monthly. These statements will provide a complete budget narrative and will be available for review upon request.

The School will submit an annual report to the District by October 31 of each year (beginning in the second year of operation) that will include at least the following:

(a) The audit for the prior school year referred to in Section 13.6.

(b) Proof of any insurance coverage referred to in Section 21 for which proof has not already been provided.

(c) Copies of policies that the School's Board has adopted and that were not previously given to the District, and a list of significant policy development issues.

(d) Student discipline issues during the prior school year.

(e) Summaries of results of any norm-referenced assessment (such as MAP) and Oregon Statewide Assessments, as discussed in Section 6.

(f) Summaries of results of an annual Parent Satisfaction Survey.

The District and State Board of Education will have ongoing access to the records and facilities of the school to ensure that the School is in compliance with requirements for testing, civil rights, and student health and safety.

24. Procedures and plans for the following:

a. **Use of unique district facilities including, but not limited to, gymnasiums, auditorium, athletic fields, libraries, cafeterias, computer labs, and music facilities;**
Arco Iris has investigated use of district facilities and has exhausted day-time use of buildings and facilities. Arco Iris will work with Tualatin Hills Park and Recreation, churches and local school committees for other needs.

b. **Child nutrition program(s);** If our school is located within a District building, such as our current plans to reside in the West TV Elementary School, we will have access to the cafeteria with hot meals available. Otherwise the school does not plan to provide lunches for the first year of operation. Parents would then be responsible for packing lunches and snacks. However, any student who qualifies for free or reduced meals, as well as any children that forget their lunch, will receive lunch from the school. From time to time the children may participate in a fee based catering food program.

c. **Student participation in extracurricular activities pursuant to Oregon School Activities Association and Board policy, regulations, and rules;**
Not relevant for elementary.

d. **Graduation exercises including public charter school student participation in district exercises;**
Not relevant for elementary.

e. **Admission of students expelled from another district for reasons other than a weapons policy violation;**
Every child has a chance to succeed. If a child has been expelled from another school, for reasons other than a weapons violation or violence against another student or teacher, the child may be considered for application.

f. **Alternative placement for students not making satisfactory progress;**
First, Arco Iris will make every attempt to support student learning and progress with additional teacher support, tutoring and parental involvement. However, Arco Iris will work with families (compiling records and review, outreach phone calls) who choose to attend another school due to unsatisfactory progress.

g. **Counseling services;**
Arco Iris will provide counseling services as determined by special circumstances that affect numerous students. Generally, this will be the responsibility of the District as outlined earlier.

h. **Solicitation/Advertising/Fund raising by non-school groups;**
A plan for fundraising by non-school groups has been discussed but not yet documented but will follow Beaverton School District guidelines.

i. **Field trips;**
A field trip procedure plan is in process of being developed.

j. **Student promotion and retention;**
In general, Arco Iris believes that it is best for a student to be placed in the next grade level from which he or she just completed. At times, it should be noted that a child may benefit from additional tutoring or remedial work. Retention is a last resort and many be considered when a

student is determined to be not making progress. The first goal of the School shall be to provide early, effective and appropriate corrective instruction for the student who has been identified as being in academic difficulty in order to avoid the possible harmful effects of retention. When the School is considering recommending retaining a student, parents will be consulted, and the decision to retain or promote will be made according to the professional judgment of the Teacher, School Director and the Parent.

k. **Student publications;**
   Not applicable.
l. **Student/Parent/Public complaints;**
   The Arco Iris board has approved the following procedures for complaints.

General Complaint Procedure – review

1. First Effort at Resolution of a Complaint. A student, parent, or any member of the public who wishes to express a complaint or concern that is not a violation of law (a separate policy set forth below governs complaints about violations of law) should first discuss the matter either (a) with the school employee involved (teacher, teacher assistant, School Director, or Director of Academic Programs) or (b) with that employee's supervisor (such as the School Director or, in the case of complaints relating to the School Director, either the Director of Academic Programs or the Executive Director). Arco Iris Spanish Immersion School intends to solve problems and address all complaints as close as possible to their origination, among the people directly involved. For any complaint or concern addressed to or discussed with an employee, within one week the employee shall tell the employee's supervisor about the complaint or concern and about what conversations and other actions have been taken to respond to and resolve it. The supervisor has authority to determine what additional actions shall be taken.

2. Involvement of Affected Employee's Supervisor. If the complainant and affected employee are unable to resolve a problem or concern by themselves as provided in paragraph 1, the complainant should work with the employee's supervisor to resolve the complaint or concern. When a complaint or concern about an employee is first brought to that employee's supervisor (such as the School Director, the Director of Academic Programs, or the Executive Director) rather than brought directly to the affected employee, the supervisor has the authority either (a) to require the complainant to first talk to the subject employee in an effort to resolve the issue or (b) to become directly involved in further communications with both the complainant and the subject employee in order to resolve the issue.

3. Involvement of Director of Academic Programs or Executive. In cases where the affected employee's supervisor is under the supervision of the Director of Academic Programs or the Executive Director and the problem or concern is not resolved as provided in paragraph 2, the complainant should work with the Director of Academic Programs or Executive Director to resolve the complaint or concern.

4. The Arco Iris Spanish Immersion School Board of Directors. If the complainant is dissatisfied with the findings and conclusion of the Director of Academic Programs or the Executive Director, the complainant may appeal the decision to the Board, which may hold a hearing to review the findings and conclusion of the Director of Academic Programs or the Executive Director, to hear the complainant, and to take such other evidence as it deems appropriate. Generally all parties involved, including administrators, will be asked to attend such meeting for the purposes of presenting additional facts, making further explanations, and clarifying the issues. The Board may elect to hold the hearing in executive session if the subject matter qualifies and an open meeting is not requested as permitted in certain circumstances under Oregon Revised Statutes. If the complaint or concern relates directly to the Executive Director and the complainant and Executive Director fail to resolve the matter, the complainant may request action by the Board, which may take whatever actions it deems appropriate to resolve the matter.

Compliance with Laws and Complaint Procedure

1. Compliance with Laws. Arco Iris Spanish Immersion School and its directors, officers, employees, volunteers, and agents, shall comply with all laws that apply to Arco Iris Spanish Immersion School, to the operation of the Arco Iris Spanish Immersion School, or to Oregon nonprofit corporations. The terms "law" and "laws" include federal laws and regulations; State of Oregon statutes (ORS) and rules (OAR); and city, county, and other governmental ordinances, codes, and regulations. Such laws include, without limitation, those relating to employment, equal employment opportunities, discrimination, disabilities, and harassment.

2. Appointment of Responsible Person. If any law requires that a specific individual be appointed or designated for certain responsibilities (for example, an ADA coordinator), the Arco Iris Spanish Immersion School Board appoints and designates the Executive Director as that person. The Executive Director may assign or delegate specified responsibilities to another person who is under the authority of the Executive Director.

3. Complaint of Alleged Violation of Law. If any person believes that any law has been violated, that person (to be referred to as the "complainant") may provide a written complaint to the Executive Director. The complaint shall describe the alleged violation of law with as much specificity and thoroughness as possible. To the extent possible, the complaint should include the name of the complainant; the names of any other witnesses; the names of the people alleged to have violated the law; relevant dates; the specific actions that constitute the alleged violation of law; the locations and dates of where and when these actions took place; and any other information the complainant deems relevant.

4. Investigation. The Executive Director is responsible for causing an investigation of the complaint to take place. The Executive Director may conduct the investigation himself or may appoint or retain another person or persons to conduct the investigation. Such other investigator may be a Arco Iris Spanish Immersion School employee who is under the authority of the Executive Director, a member of the Arco Iris Spanish Immersion School Board of Directors, an attorney, or an outside consultant. If the Executive Director is the person alleged to have violated the law, then the Executive Director shall appoint another person as investigator, as noted in the preceding sentence. The investigation may include interviews, telephone conversations, and any other actions determined to be appropriate by the investigator. The investigator shall attempt to complete the investigation and submit his report within three weeks after the Executive Director receives the complaint.

5. Report. The investigator shall prepare a written report of his findings, conclusions, and any recommended remedies and actions to be taken, and shall give the report to the Executive Director, to the members of the Board of Directors, to the complainant, and to the people alleged to have violated the law.

6. Decision and Remedies. The Executive Director is not required to follow the recommendations of the investigator but shall take actions and implement remedies, if any, as deemed appropriate in his judgment; shall state those actions and remedies in writing; and shall give copies of this written statement (referred to as the "decision") to the members of the Board of Directors, to the complainant, and to the people alleged to have violated the law.

If the Executive Director is the person alleged to have violated the law, then the Board of Directors shall take actions and implement remedies, if any, as deemed appropriate in its judgment; shall state those actions and remedies in writing; and shall give copies of this written statement (referred to as the "decision") to the complainant, and to the Executive Director and any other people alleged to have violated the law.

7. No Retaliation. Arco Iris Spanish Immersion School prohibits its directors, officers, employees, volunteers, and agents from retaliating against the complainant for filing a complaint or against any person for threatening to report any action in violation of any law.

8. Request for Review by Board of Directors. If the complainant is not satisfied with the Executive Director's decision, the complainant may, within two weeks after receiving a copy of the decision, give the chair of the Board of Directors a written letter asking the Board to review the Executive Director's decision. The Board shall, within four (4) weeks after the Board chair receives such letter, conduct a hearing, at which the complainant shall be given an opportunity to make a presentation. The Board shall provide a written decision to the complainant within two weeks after the hearing is completed. If the complainant is not satisfied with the Board's decision, the complainant may file any appeal allowed by applicable law.

9. Other Legal Remedies. Nothing in this policy prohibits any person from exercising any legal remedies.

m. **Student/Staff vehicle parking and use;**
   Not applicable for students. A parking and parking lot use policy will be developed for parents and teachers when a venue has been identified.

n. **Visitors**
   A policy for on-site visitors will be developed as some of the policy is dependent on the logistics of the venue. Because Arco Iris is concerned about the safety of its students, this policy will be strict.

o. **Contingency plans for the hiring of substitute professional and classified staff;**
   Arco Iris intends to need substitute teachers and will have a list of qualified teachers. The school will be staffed with individuals who can manage a classroom in emergency situations. A

line item for substitutes is included in the budget.

p. **Discipline, suspension, or dismissal of staff.**

Arco Iris will provide a School Policies Handbook to support the above in more detail and to address pending policy needs. The handbook will address or adopt various internal policies governing operation of the school before beginning operations and from time to time the policies will be amended thereafter. A local School District's handbook will be consulted as a reference. Specifically examples of such policies might include/address, but not limited to the issues above.

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Appendix

- Exhibit A – Online Petition
- Exhibit B – Math Placement Test Samples
- Exhibit C – Immersion Teaching Strategies Checklist
- Exhibit D – Language Pre-Assessment Test & Development Plan
- Exhibit E – The Professional Development & Evaluation Handbook for Licensed Staff.
- Exhibit F – Admission Packet – Pre-Application Form, Student Enrollment Form
- Exhibit G – Progress Report Card
- Exhibit H – Budget Packet

Arco Iris
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Exhibit A
Online Petition

To: The Beaverton School District & School Board Members,

We request that our application for the Arco Iris Spanish Immersion School be approved by the Beaverton School District. With 37,500 students, BSD is the 3rd largest district in the state, yet we have no charter school options available. The Portland School District has 7 charter schools, Beaverton has 0. Arco Iris will offer Spanish immersion for those families who want their elementary children to learn a second language, a rigorous academic education, and smaller class sizes to facilitate learning. Beaverton does have 3 elementary schools with Spanish immersion programs, however, these are full and are not open to out of boundary students. There is only space for 170 new students each year out of 17,000 elementary kids in the district. 39% of our district students are minority, with the largest minority group being Hispanic. We have a need for this and the Oregon Dept of Education recognized that need and provided a grant of $495,000 for us to start this. Please approve our request to improve the educational options for our children!

Sincerely,

The Undersigned

	Name	Email	Are you a Teacher or Educator	Do you have children in a private or homeschool program?	If you have elementary school age kids, would you consider enrolling them in this charter school?
1	Mandy Mock	[redacted]	No	Yes	Yes
2	Dee Putnam	[redacted]	No	Private Spanish Immersion pre-school	Yes
3	Mary Taylor	[redacted]		yes	yes
4	Rebecca Schiefelbein	[redacted]	No		yes
5	Elizabeth Ubiergo	[redacted]			
6	Noga Collins	[redacted]			
7	barbara gubler	[redacted]	No	no	yes!!!!!
8	Cassandra Stich	[redacted]	No	I did until it was too expensive to have them there.	Yes. It was a fantastic program and I am sad I had to move them.
9	Leila Dean	[redacted]	Yes	y	y
10	Lisa Haugen	[redacted]	No	yes	
11	Holly Morello	[redacted]	No	No	maybe, but we are in ORVA, which we love, I am signing because I support public school choice
12	Hirally Santiago	[redacted]	No	Yes	YES
13	Anissa Rogers	[redacted]	Yes	Yes	Yes
14	Kimberly Luft	[redacted]	No	At Chiquitos-private	Yes
15	John Byrns	[redacted]	No	Yes	Definitely Yes!
16	Chad Phipps	[redacted]	No	Yes	Yes
17	Cristin Rettler	[redacted]	No	yes	yes
18	Tamara Fitter	[redacted]	No	private	yes

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19	Shannon Milla	[redacted]	No	Yes	Definitely
20	Michelle	[redacted]	No		
21	Joan Stephens	[redacted]	No	No	Yes
22	Diana Potts	[redacted]	No	yes	yes, when they are elementary aged
23	glenn peter luft	[redacted]	No	yes	yes
24	Tara West	[redacted]	Yes	yes	yes
25	Greiel Lindbloom	[redacted]	No		yes
26	maurici ubiergo	[redacted]	No		
27	michelle buck	[redacted]	No	no	yes
28	Kristin Parks	[redacted]	No	No	I don't have elementary-age children
29	Bradie Mayfield	[redacted]	No	not yet	Definitely
30	Sharon Baartmans	[redacted]	No		
31	Deepa	[redacted]	No		
32	Jessica Lipscomb	[redacted]		Yes	Yes
33	Phil Atkinson	[redacted]	No		
34	Marilyn Aller	[redacted]			
35	Monica Woolhiser	[redacted]	No		
36	Brianna Atkinson	[redacted]	No		Yes, once they are of school age.
37	Laurel Schallich	[redacted]	No	no	n/a
38	Lori Schallich	[redacted]	No	yes	no
39	Raymond Thompson	[redacted]	No	No	NA
40	kristin schiffner	[redacted]	No	not right now	when my son is old enough...yes
41	robyn hartmeyer	[redacted]	No	no	my children are too young, but in the future, I would consider it , yes!
42	Tye Burgess	[redacted]	Yes		Yes
43	Lana Young	[redacted]	No		
44	Jamie VanDrunen	[redacted]	No	no	
45	Karina Sigler	[redacted]	No		
46	Terrence Schallich	[redacted]	No	yes	no
47	Cindy Tatham	[redacted]	No	Yes	Yes
48	Denise Coletti	[redacted]	No		Yes
49	glenn segal	[redacted]	No		
50	Mark Valdez	[redacted]	No	yes	yes
51	Billie Goldman	[redacted]	No	No	Yes
52	Erica Dickson	[redacted]	No		
53	Yolanda	[redacted]	No	yes	yes
54	Matt Whitehead	[redacted]	No	yes	yes
55	Teriko Moriyasu	[redacted]	No		yes
56	Tom Fielden	[redacted]	Yes		yes
57	Gayle Armstrong	[redacted]	No		
58	Jenny Kingsbury	[redacted]	No	yes- French American School	yes
59	Ann Rattay	[redacted]	No	No	Absolutely

60	Timothy Schallich	[redacted]	No		
61	Stacy Inman		Yes		
62	Paula Rivera		No	yes	yes
63	Paola Dooly				
64	noel pol		No	yes	
65	Stephanie Pol		No	yes-chiquitos	
66	Sarah Timmons		No	yes	yes
67	Gregory G Lutje		No	yes	yes
68	Sonrisa Mayden		No	Yes	Yes
69	Michelle Carter		No	No	Yes
70	Kaye Gardner-O'Kearny		No	No	Yes
71	Jill Beauregard				
72	Craig Williams		Yes	no	yes
73	Isabel Lainez		Yes	private	absolutely
74	Maria White		No	We will be home schooling 2009-10	Yes
75	Misty Monico		No	No	YES YES YES YES YES YES
76	Miguel Monico		No	NO	YES
77	Rachel Stephens		Yes	no	YES! Have been looking for one!
78	Sherry Griswold		No		
79	Michele Gray		Yes		
80	G. Tina Gray		No		
81	Ryan Gray		No		
82	Andrew McVey		No	Yes	
83	Elizabeth Slater		No		
84	LINDA PULLEN-PARKER		Yes	no	yes
85	Emily Rasmusen		No		
86	Julie Veltman		Yes	Â	Â
87	Moonny Ma			Yes	Yes
88	Marta Mena-Gordon		No	yes	yes
89	Michelle Hution				
90	Georgelina Leon		Yes		
91	Don Stubblefield		No	no	yes
92	Frederick D. Brumble		Yes	N/A	N/A
93	Mary Elizabeth Smith		Â	Â	yes
94	Joy Hildebrandt		No	No	Yes
95	Timberly Marek		No	Yes	Yes
96	Angela Osorio		No		Yes
97	Hayley Mecheski		Yes	YES, FAIS	YES
98	Romin Furutan		No	Yes	Yes

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99	Selina George	[redacted]	No	no	Yes
100	Katie Likkie	[redacted]	No	No	Yes - but still a toddler
101	Viviana Figueroa	[redacted]	No		Yes
102	Ashok Bhalla	[redacted]	Yes	Yes	yes
103	Kristina R. Lemos	[redacted]	No	Yes	Absolutely!
104	David Hicks	[redacted]	No	No	Yes
105	Richard Scott	[redacted]	No	No	
106	Danielle Siver	[redacted]	No	Yes	yes
107	Patrick Siver	[redacted]	No	Yes	yes
108	Kelly Love-Geiger	[redacted]	No	No	Yes!
109	Eloisa Contreras	[redacted]	No		Yes
110	Wendy Retasket	[redacted]		Yes	Yes when my child is eligible in 2011-2012 school year.
111	Melissa Moog	[redacted]	No	No	Yes
112	Mini Malhotra	[redacted]	Yes		yes
113	Daniel E. Smith	[redacted]			

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Exhibit B
First Grade Math Placement Test, Sample

Placement Test for Singapore Primary Mathematics 1A

1. Count and write the number in the box.

2. Which set has more? Circle A or B.

3. Fill in the missing numbers.

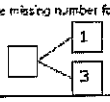
(a) | | 2 | 3 | | 5 |

(b) | 9 | | 7 | 6 | |

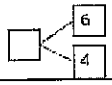
4. 5, 3, and 2 make a number bond. 4, 0, and 4 also make a number bond.

Write the missing number for the number bonds

(a)



(b)



5. There are 6 red and blue balls. 3 of them are red. How many are blue?

There are _____ blue balls.

6. Pat lost 3 balloons to the wind. She had 6 balloons left. How many balloons did she have at first?

She had _____ balloons

7. Look at these letters.

A B C D E F G H I J K

(a) Which letter is third? _____

(b) Which letter is second from the right? _____

8. Fill in the blanks.

(a) What number comes after 12? _____

(b) What number comes before 19? _____

(c) 10 + 5 = _____

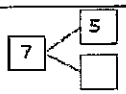
(d) 10 + _____ = 17

(e) 14 = _____ tens and _____ ones

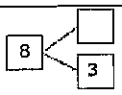
(f) _____ + 3 = 13

(g) Which is greater, 14 or 17?

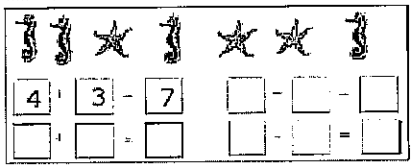
(c)



(d)



5. Write 3 more addition or subtraction sentences.



6. Fill in the blanks.

(a) 0 + 6 = _____ (b) 7 + 2 = _____

(c) 7 + _____ = 10 (d) 8 − 3 = _____

(e) 10 − 4 = _____ (f) 9 − 6 = _____

7. Mary used 4 eggs to bake a cake and 2 eggs to bake cookies. How many eggs did she use?

She used _____ eggs.

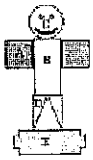
17. The man is made up of shapes labeled with letters. Which shape is a

(a) square? _____

(b) circle? _____

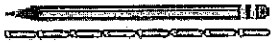
(c) triangle? _____

(d) rectangle? _____



18. Which is longest, A, B, or C? _____

19. The paper clip is a unit. The pencil is _____ units long.



20. Which is heavier, A or B? _____

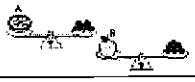


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Exhibit C
Immersion Teaching Strategies Checklist

Immersion Teaching Strategies Observation Checklist

Teacher _____ School _____ Grade Level _____ Number of Students _____ Date _____
Observer _____ Lesson Observed _____ Start _____ Finish _____
Each of the following sociocultural category labels identifies a key pedagogical goal in immersion settings. The subsequent descriptors illustrate what the effective teacher does in the classroom to achieve the goals.

The Immersion teacher aims to:	Observed	Not Observed	Not Applicable	Comments
1. Integrate language, content, and culture				
• Conceptualizes and organizes curriculum around concept-based thematic concepts				
• Specifies relevant objectives and identifies appropriate language objectives for each lesson				
• Identifies cross-cultural content learning goals as curricular products, practices, and perspectives				
• Selects appropriate language and content learning objectives that follow from curricular goals				
• Uses authentic songs, poems, literature, rhymes, and games to teach language and culture				
• Evaluates language, content, and culture learning during lesson delivery				
2. Attend to maintenance language growth and language accuracy				
• Plans and holds all students accountable for self and peer repair				
• Attends to errors in both oral and written language				
• Uses a variety of effective feedback techniques including elicitation, metalinguistic clues, clarification requests, recasting, explicit correction, and metacognitive cues				
• Differentiates between mistakes and errors using e.g. "I know that this. How right you say it as you probably?"				
• Creates opportunities and strategies to assist students in noticing and producing less frequent, more complex language in oral and written form				
• Frames corrective responses on predetermined language structures based on the lesson and the developmental level of the learners				
• Balances corrective feedback with flowed fluency				

The Immersion teacher aims to:	Observed	Not Observed	Not Applicable	Comments
6. Promote extended student output				
• Plans for and employs questioning techniques that encourage extended discourse and foster higher-order thinking				
• Structures and facilitates high-interest, student-centered activities				
• Uses output-oriented activities such as role plays, simulations, drama, debates, presentations, etc.				
• Makes use of a variety of grouping techniques such as dyads, think-pair-share, small groups, etc.				
• Promotes learning from and with peers, e.g. peer editing, peer tutoring				
• Communicates and consistently reinforces clear expectations about language use				
• Creates a non-threatening learning environment				
7. Attend to diverse learner needs				
• Includes a range of language abilities in student groups				
• Uses cooperative group learning				
• Plans for diverse learner needs based on linguistic and cultural backgrounds				
• Surveys student interests to allow for student choice				
• Invites students to share different problem-solving approaches and learning strategies				
• Makes use of a wide variety of activities through learning centers where students can work at a level that is appropriate for them				
• Reinforces concepts and language considering a variety of learning styles such as visual, auditory, tactile, kinesthetic, etc.				
• Fosters development of multiple intelligences				

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Exhibit D

Spanish Language Pre-Assessment

Student	Birthday	Grade	
Teacher	Today's date		
Oral Communication	**Beginning**	**Intermediate**	**Advanced**
Receptive language (listening)			
Attending to oral language			
Has basic knowledge of words			
Construct simple sentences			
Construct complex sentences			
Uses complete sentences			
Understanding word order and grammar			
Understanding important details			
understanding non-verbal cues			
understanding main ideas			
Responds to questions			
Responds to requests for information			
Asking questions for clarification			
discerning speaker's intentions			
attends simple commands			
Give feedback.			
Expressive Language (speaking)			
vocal production			
using correct pronunciation			
using appropriate volume, rate, pitch intonation,			
using appropriate vocabulary			
Has an extensive vocabulary			
Communicates clearly by putting thoughts and feelings into spoken words.			
Syntax			
generating complete sentences			
applying grammar rules			
staying with the topic			
using appropriate vocabulary			
speaking fluently			
detecting, correcting, and monitoring oral language errors			
speaking concisely			
able to engage in basic conversation			
able to engage in intermediate conversation			
able to engage in advanced conversation			

Observations:

1. **Attitude**
2. **Speaking**
3. **Comprehension**

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Exhibit D.I
Developmental plan to support language acquisition
for children 6 and older

Reading and writing to support speaking

1. Phonemic Awareness. Learning the alphabet letter names consonants and vowels by using the alphabet pictures or posters. (pre emergent and emergent readers)

2. Initial consonant and vowels families: Forming syllables: ba be bi bo bu

3. Making words: short word construction

4. Simple sentences: constructing simple sentences

Vocabulary acquisition
1. Using words, pictures, flash cards and concrete visual material.

Basic questions and expressions
1. Leaning to ask questions by using: cómo, dónde, cuándo quién porqué y cuánto

2. Learning basic expression using: tengo, quiero, y necesito

Arco Iris
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Exhibit E

The Professional Development & Evaluation Handbook for Licensed Staff.

Professional Development Continuum

Create and Maintain an Effective Environment for Student Learning

Community Building	Unsatisfactory	Emerging	Basic	Proficient	Distinguished
3. **Create a safe environment where all students participate.**	Only a selected few students have opportunities to participate. The teacher or students correct mistakes immediately.	By calling on students with hands raised, randomly selected students are able to participate. The teacher or students correct mistakes frequently.	Students are given opportunities to explain their thinking in partnerships, small groups, and to the whole class. Some discussion around confusing ideas occurs.	Students are given equitable opportunities to share their thinking in partnerships, small groups and to the whole class. Mistakes are seen as opportunities for learning.	Students are given equitable opportunities to share their thinking in partnerships, small groups and to the whole class. Students show interest in discovering others' ideas. There is strong evidence of a classroom culture that supports sense making.
4. **Develop self-reliant learners.**	Responds sarcastically when students ask questions.	Students depend entirely on the teacher as a source of information and resources.	Encourages students to seek out resources and information on their own.	Routines are created that encourage students to find resources and information on their own.	Students remember and use routines independently to find resources and information.
5. **Develop students' abilities to work cooperatively.**	Students do not work in groups or partnerships.	Students work in groups or partnerships without structures and expectations to ensure success. Off-task behavior leads to work stoppages and a review of expectations. There is no debriefing of group behaviors	Reviews group or partnership work expectations before the activity. (What does it look, sound, and feel like?) Work stoppages are infrequent. Periodically, teacher points out connections between group behavior and success	Students work in groups or partnerships on a daily basis. Students and teacher develop, model, and practice expectations for collaborative group work. Debriefs at the activity's conclusion, giving students a chance to connect group behavior to success/ accomplishments.	Expectations for collaboration are developed, modeled and practiced by teacher and students. Frequent collaborative opportunities are provided with clear purposes. After group work, students debrief, connecting group behaviors to successes and accomplishments.

Arco Iris
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Use Instructional Strategies supported by Research and Engage All Students in Learning

Instructional Strategies	Unsatisfactory	Emerging	Basic	Proficient	Distinguished
13. Give clear directions to improve understanding and the quality of student work.	Students are frequently confused about teacher's instructions.	Lays out multi-step directions clearly so students can usually carry out activities without confusion. Occasionally needs to repeat directions.	Lays out multi-step directions in both oral and written form to eliminate confusion and repeated directions.	Lays out multi-step directions in multiple forms (oral, written, picture) as necessary so that students can carry out activities without confusion or error.	Teacher lays out all directions in multiple forms. Routines are taught so that students can efficiently carry out instructions.
14. Allow for processing time	Does not allow adequate processing time after asking a question. The same students usually respond.	Usually allows a few seconds of silence after asking a question. Most students are responsive.	Usually allows five seconds or more of silence after asking a question. Almost all students are ready with a response.	Students have a variety of ways to process. (For example, five or more seconds of think time or some writing time.) Almost all students are ready with a response.	Students expect think time and have a variety of ways to process throughout the lesson. Wait time also occurs after student answers or questions.
15. Use a variety of questioning strategies to engage each student.	Whole group lecture is primarily used with only a few volunteers answering questions. Students' level of concern about own learning is very low. Students are not engaged.	Teacher uses a variety of questioning strategies to illicit responses from students. Conversation frequently occurs between the teacher and one student. Students' level of concern about own learning is moderate. Students are occasionally engaged.	Teacher uses a variety of questioning strategies to illicit responses from most students. Conversation also begins to occur as responses between students. The level of concern about own learning is moderately high. Students are regularly engaged.	Teacher uses a variety of questioning strategies to illicit responses from almost all students. Students are responding to each other. The level of concern about own learning is high. Students are frequently engaged.	Teacher uses a variety of questioning strategies to illicit responses from almost all students. There are times when the teacher can step back and let students carry the conversation. The level of concern about own learning is very high. Students are consistently engaged.

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Arco Iris
Spanish Immersion School

Exhibit F
Admission Packet

Dear Parents interested in Arco Iris Spanish Immersion School:

We are excited about your interest in our Spanish immersion charter school for the 2009 – 2010 school year. Please fill in the Pre-Enrollment Application form which allows you to convey your intentions of having your child try for placement in one of the 1 – 3 grade classes.

This form must be received by July 20th, 2009. We thank you for your interest in our program and will keep you informed as decisions are made.

Sincerely,
Arco Iris Spanish Immersion School
Mary Taylor and Danielle Siver

For Office Use:
Mailed / Dropped off (circle one) Returned on _____ at _____
(Date) (Time)

STUDENT INFORMATION					
1. LEGAL LAST NAME	2. LEGAL FIRST NAME	3. MIDDLE NAME	4. SUFFIX	5. GENDER	
6. USUAL LAST NAME	7. PREFERRED FIRST NAME	8. DATE OF BIRTH	9. AGE	10. HOME TELEPHONE NUMBER ( )	
11. HOME ADDRESS	12. APARTMENT NUMBER & COMPLEX NAME	13. CITY	14. STATE	15. ZIP	
16. EMAIL ADDRESS	17. DIFFERENT MAILING ADDRESS	18. CITY	19. STATE	20. ZIP	
21. PREVIOUS SCHOOL DISTRICT ATTENDED	22. PREVIOUS SCHOOL ATTENDED	23. PREVIOUS SCHOOL ADDRESS	24. DATES ATTENDED		
25. COUNTRY OF BIRTH	26. CITY OF BIRTH (IF IN USA)	27. STATE OF BIRTH (IF IN USA)			
28. School Boundary of Residence:		29. Last Grade Completed?			

HOME LANGUAGE SURVEY

IS A LANGUAGE OTHER THAN ENGLISH THE LANGUAGE THE STUDENT FIRST LEARNED TO SPEAK OR THE LANGUAGE USED AT HOME OR WITH FRIENDS? YES NO

IF YES, INDICATE LANGUAGE_____

IF YES, YOUR CHILD'S ENGLISH ABILITY WILL BE ASSESSED. ENGLISH AS A SECOND LANGUAGE SERVICES WILL ONLY BE PROVIDED IF STUDENT IS ELIGIBLE.

Arco Iris
Spanish Immersion School

Following admission confirmations, all families will be asked to complete an enrollment packet to secure emergency contact information, allergies and medical conditions, and additional details about the child.

Enrollment Form
2009 – 2010

Date of application _____, 20 _____

Full name of child _____ Gender _____ Nickname _____

Birthplace _____ Date of birth _____ Current age _____

Grade you are applying for: _____

FAMILY CONTACT INFORMATION

Parent1 _____ Occupation _____

Home Address _____ City _____ ZIP _____

Home phone _____ Mobile phone _____

Work phone _____ Email _____

Parent2 _____ Occupation _____

Home Address _____ City _____ ZIP _____

Home phone _____ Mobile phone _____

Work phone _____ Email _____

Brothers and/or sisters living at home and ages _____

Others living in the home _____

Emergency Contact 1 _____ Relationship _____

Home Address _____ City _____ ZIP _____

Home phone _____ Mobile phone _____

Work phone _____ Email _____

_____ Please check if your child may leave the premises with this person during an emergency.

Emergency Contact 2 _____ Relationship _____

Home Address _____ City _____ ZIP _____

Home phone _____ Mobile phone _____

Work phone _____ Email _____

_____ Please check if your child may leave the premises with this person during an emergency.

In the event of an emergency or an early school closure, please indicate what your student should do. Only select one.

Arco Iris
Spanish Immersion School

____PICK UP BY PARENT/FRIEND/NEIGHBOR/RELATIVE/DAYCARE

____SCHOOL BUS TO HOME/NEIGHBOR/DAYCARE

____WALK/RIDE BIKE/DRIVE TO HOME/NEIGHBOR/DAYCARE

MEDICAL AND SAFETY INFORMATION

Name of Physician and Phone _____

Name of Dentist and Phone _____

Insurance Carrier and Plan # _____

Please describe any allergies _____

_____

Please describe medical conditions _____

_____

Please provide additional information necessary for the school to keep your child safe and healthy.

_____

_____

_____

Current school information (other than pre-school)

Public School _____ Charter School _____

Private School _____ Home School _____

Current grade _____

Please provide copies of student academic records to help with pre-assessment.

Race/Ethnic category that most closely characterizes your child:

African American _____ Caucasian _____ Hispanic _____

Native American _____ Asian/Pacific Islander _____ Other:_____

What language is spoken in the home? _____

Is this the child's primary language? _____

Educational Needs:

Are there any special abilities or special needs your child has? _____

_____

_____

Arco Iris
Spanish Immersion School

IEP – Is your child in an IEP program? Please describe _____

_____

_____

If a specialist is working with your child please provide the following:

Name: _____

Title: _____ Phone: _____

Parent Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Arco Iris
Spanish Immersion School

Exhibit G
Progress Report Card

Arco Iris
Spanish Immersion School

Progress Report: 3rd Grade
Beaverton, Oregon 20__-20__

Name:_____
Teacher:_____
School:_____

Attendance	1st	2nd	3rd
# days present			
# days absent			
# days tardy			

	Achievement
E	Exceeds state performance standards
M	Meets state performance standards
NM	Nearly meets state standards
NY	Not yet meeting state standards
X	*Not yet assessed or taught*
MI	*Modified instruction- see report*

See description of grade level standards on the back of this report.

Scores are reflective of end of trimester achievement expectations.

	Effort and Successful Learner Key
*	Consistently demonstrates
+	Usually demonstrates
√	Inconsistently demonstrates
Δ	Interferes with Learning

Characteristics of a Successful Learner

	1st	2nd	3rd
Cooperative			
Responsible			
Respectful			
Attentive			
Work Ethic			
Homework			

_____Grade for _____School Year

Reading	1st	2nd	3rd
Effort			
Decoding			
Fluency			
Vocabulary			
Comprehension			

Writing	1st	2nd	3rd
Effort			
Ideas and Content			
Organization			
Conventions			
Sentence Fluency	X		
Voice	X		
Word choice	X		
Spelling			
Handwriting (legibility)			

Speaking	1st	2nd	3rd
Effort			
Speaks effectively			

Mathematics	1st	2nd	3rd
Effort			
Knows basic facts			
Calculation and estimation			
Measurement			
Geometry			
Probability and Statistics			
Patterns/algebraic Relationships			
Problem solving			

Science	1st	2nd	3rd
Effort			

Social Studies	1st	2nd	3rd
Effort			

Health	1st	2nd	3rd
Effort			

Art	1st	2nd	3rd
Effort			

PE	1st	2nd	3rd
Effort			

Music	1st	2nd	3rd
Effort			

Comments:

Arco Iris
Spanish Immersion School

Exhibit H
Budget Pack

Demonstrated in Excel Worksheets

PROJECTED NUMBER OF STUDENTS PER YEAR					
Grade	2009-10	2010-11	2011-12	2012-13	2013-14
1	24	24	48	48	48
2	12	24	48	48	48
3	12	12	48	48	48
4		12	48	48	48
5		0	24	48	48
6			0	24	48
Total	48	72	216	264	288

AISIS Salary Schedule - 2009-10 (80% of Beaverton Schools 2008-09)

STEP		BA		MA
Entry	36,086	$ 28,869	$ 39,178	$ 31,342
2	36,486	$ 29,189	$ 39,611	$ 31,689
3	37,243	$ 29,794	$ 40,433	$ 32,346
4	38,003	$ 30,402	$ 41,259	$ 33,007
5	38,952	$ 31,162	$ 42,289	$ 33,831
6	40,510	$ 32,408	$ 43,981	$ 35,185
7	42,131	$ 33,705	$ 45,741	$ 36,593
8	43,815	$ 35,052	$ 47,570	$ 38,056
9	45,569	$ 36,455	$ 49,473	$ 39,578
10	47,392	$ 37,914	$ 51,451	$ 41,161
11	49,288	$ 39,430	$ 53,510	$ 42,808
12	51,260	$ 41,008	$ 55,650	$ 44,520
13	53,308	$ 42,646	$ 57,876	$ 46,301
14	55,441	$ 44,353	$ 60,192	$ 48,154
15	57,659	$ 46,127	$ 62,599	$ 50,079
16	59,964	$ 47,971	$ 65,103	$ 52,082
17	62,364	$ 49,891	$ 67,707	$ 54,166
18	65,168	$ 52,134	$ 70,754	$ 56,603

AISIS
Salary Worksheet
Increase Yr Over Yr

Position Teachers	Salary Step	Pay Type	Original Budget	2009-2010	FTE	Annual Salary	FICA & Medicare	Hours Worked	Workers Comp	Medical Benefits	TSA Benefits	TOTAL COSTS
1	BA 3	Salary	$29,794	$29,794	1	$29,794	$2,279	1,516	$697	$4,800	$4,392	$42,162
1	BA 3	Salary	$29,794	$29,794	0	$0	$0	-	$0	$0	$0	$0
1	BA 4	Salary	$30,402	$30,402	0	$0	$0	-	$0	$0	$0	$0
2	BA 3	Salary	$29,794	$29,794	1	$29,794	$2,279	1,516	$697	$4,800	$4,392	$42,162
2	BA 3	Salary	$29,794	$29,794	0	$0	$0	-	$0	$0	$0	$0
2	BA 5	Salary	$31,162	$31,162	0	$0	$0	-	$0	$0	$0	$0
3	BA 4	Salary	$30,402	$30,402	0	$0	$0	-	$0	$0	$0	$0
3	BA 5	Salary	$31,162	$31,162	0	$0	$0	-	$0	$0	$0	$0
3	BA 5	Salary	$31,162	$31,162	0	$0	$0	-	$0	$0	$0	$0
4	BA 6	Salary	$32,408	$32,408	0	$0	$0	-	$0	$0	$0	$0
4	BA 6	Salary	$32,408	$32,408	0	$0	$0	-	$0	$0	$0	$0
5	MA3	Salary	$32,346	$32,346	0	$0	$0	-	$0	$0	$0	$0
5	MA 4	Salary	$33,007	$33,007	0	$0	$0	-	$0	$0	$0	$0
6	MA 6	Salary	$35,185	$35,185	0.6	$21,111	$1,615	910	$632	$0	$3,112	$26,469
Teacher Total			$438,822	$438,822	3	$80,700	$6,174	3,942	$2,425	$9,600	$11,895	$110,794
Aides												
		$/hr	$0		1	$0	$0	-		$0	$0	$0
		$/hr	$0		1	$0	$0	-		$0	$0	$0
		$/hr	$0		1	$0	$0	-		$0	$0	$0
		$/hr	$0		0.63	$0	$0	-				$0
		$/hr	$0		0.63	$0	$0	-				$0
		$/hr	$0		0.63	$0	$0	-				$0
		$/hr	$0		0.63	$0	$0	-				$0
		$/hr	$0		0.63	$0	$0	-				$0
Aides Total			$0	$0	6.1	$0	$0	-	$0	$0	$0	$0
Teachers & Aides			$438,822	$438,822	8.7	$80,700	$6,174	3,942	$2,425	$9,600	$11,895	$110,794
Subs	Daily	$125	$1,500	$1,500		$1,500	$0		$0		$0	$1,500
Total			$440,322	$440,322	8.7	$82,200	$6,174	3,942	$2,425	$9,600	$11,895	$112,294
Administration												
Principal		Salary	$50,000	$50,000	0.75	$37,500	$2,869	1,920	$1,129	$4,800	$5,528	$51,825
VP/Teacher		Salary	$0	$0	0	$0	$0	1,920	$0	$0	$0	$0
Network Admin		Contract	$0	$3,500		$0					$0	$0
Secretary		Hrly	$24,960	$24,960	0.5	$12,480	$955	1,516	$395	$0	$1,840	$15,669
Custodian		Hrly	$31,200	$31,200	0	$0	$0	1,517	$33	$1	$0	$34
Total Admin			$106,160	$109,660	1.3	$49,980	$3,823	$6,873	$1,556	$4,801	$7,367	$67,528
GRAND TOTAL SALARIES			$546,482	$549,982	$10	$132,180	$9,997	$10,815	$3,982	$14,401	$19,262	$179,822

						9		
COLA:	*5%*							
2010-11	FTE	Annual Salary	FICA & Medicare	Hours Worked	Workers Comp	Medical Benefits	TSA Benefits	TOTAL COSTS
$31,284	1	$31,284	$2,393	1,516	$940	$5,000	$4,611	$44,229
$31,284	1	$31,284	$2,393	1,516	$940	$5,000	$4,611	$44,229
$31,923	0	$0	$0	-	$0	$0	$0	$0
$31,284	1	$31,284	$2,393	1,516	$940	$5,000	$4,611	$44,229
$31,284	1	$31,284	$2,393	1,516	$940	$5,000	$4,611	$44,229
$32,720	0	$0	$0	-	$0	$0	$0	$0
$31,923	1	$31,923	$2,442	1,516	$958	$5,000	$4,705	$45,028
$32,720	0	$0	$0	-	$0	$0	$0	$0
$32,720	0	$0	$0	-	$0	$0	$0	$0
$34,028	0	$0	$0	-	$0	$0	$0	$0
$34,028	0	$0	$0	-	$0	$0	$0	$0
$33,964	0	$0	$0	-	$0	$0	$0	$0
$34,658	0	$0	$0	-	$0	$0	$0	$0
$36,944	0.6	$22,166	$1,696	910	$662	$0	$3,267	$27,792
$460,763	6	$179,225	$13,711	8,490	$5,381	$25,000	$26,418	$249,735
$0	1	$0	$0	-	$0	$0	$0	$0
$0	1	$0	$0	-	$0	$0	$0	$0
$0	1	$0	$0	-	$0	$0	$0	$0
$0	0.63	$0	$0	-	$0			$0
$0	0.63	$0	$0	-	$0			$0
$0	0.63	$0	$0	-	$0			$0
$0	0.63	$0	$0	-	$0			$0
$0	0.63	$0	$0	-	$0			$0
$0	6.1	$0	$0	-	$0	$0	$0	$0
$460,763	11.7	$179,225	$13,711	8,490	$5,381	$25,000	$26,418	$249,735
$2,500		$2,500	$0		$0		$0	$2,500
$463,263	11.7	$181,725	$13,711	8,490	$5,381	$25,000	$26,418	$252,235
$52,500	1	$52,500	$4,016	1,920	$1,564	$5,000	$7,739	$70,819
$0	1	$0	$0	-	$0	$0	$0	$0
$0		$3,600					$531	$4,131
$26,208	0.5	$13,104	$1,002	1,516	$413	$0	$1,932	$16,451
$32,760	0	$0	$0	1,517	$33	$0	$0	$33
$111,468	2.5	$69,204	$5,019	4,953	$2,010	$5,000	$10,201	$91,433
$574,731	$14	$250,929	$18,729	$13,443	$7,390	$30,000	$36,618	$343,668

COLA:	*5%*							
2011-12	FTE	Annual Salary	FICA & Medicare	Hours Worked	Workers Comp	Medical Benefits	TSA Benefits	TOTAL COSTS
$32,848	1	$32,848	$2,513	1,516	$985	$5,500	$6,570	$48,416
$32,848	1	$32,848	$2,513	1,516	$985	$5,500	$6,570	$48,416
$33,519	0	$0	$0	-	$0	$0	$0	$0
$32,848	1	$32,848	$2,513	1,516	$985	$5,500	$6,570	$48,416
$32,848	1	$32,848	$2,513	1,516	$985	$5,500	$6,570	$48,416
$34,356	0	$0	$0	-	$0	$0	$0	$0
$33,519	1	$33,519	$2,564	1,516	$1,005	$5,500	$6,704	$49,291
$34,356	1	$34,356	$2,628	1,516	$1,029	$5,500	$6,871	$50,384
$34,356	0	$0	$0	-	$0		$0	$0
$35,730	1	$35,730	$2,733	1,516	$1,069	$5,500	$7,146	$52,178
$35,730	1	$35,730	$2,733	1,516	$1,069	$5,500	$7,146	$52,178
$35,662	1	$35,662	$2,728	1,516	$1,067	$5,500	$7,132	$52,089
$36,390	0	$0	$0	-	$0	$0	$0	$0
$38,791	1	$38,791	$2,968	1,516	$1,158	$5,500	$7,758	$56,175
$483,801	10	$345,180	$26,406	15,160	$10,338	$55,000	$69,036	$505,960
	1	$0	$0	-	$0	$0	$0	$0
	1	$0	$0	-	$0	$0	$0	$0
	1	$0	$0	-	$0	$0	$0	$0
	0.63	$0	$0	-	$0			$0
	0.63	$0	$0	-	$0			$0
	0.63	$0	$0	-	$0			$0
	0.63	$0	$0	-	$0			$0
	0.63	$0	$0	-	$0			$0
$0	6.1	$0	$0	-	$0	$0	$0	$0
$483,801	16.1	$345,180	$26,406	15,160	$10,338	$55,000	$69,036	$505,960
$2,500		$6,000	$0		$0		$0	$6,000
$486,301	16.1	$351,180	$26,406	15,160	$10,338	$55,000	$69,036	$511,960
$55,125	1	$55,125	$4,217	1,920	$1,640	$5,500	$11,025	$77,507
$0	1	$0	$0	-	$0	$0	$0	$0
$0		$4,200					$0	$4,200
$27,518	1	$27,518	$2,105	1,516	$831	$5,500	$5,504	$41,458
$34,398	0.5	$17,199	$1,316	1,517	$532	$0		$19,046
$117,041	3.5	$104,042	$7,638	4,953	$3,002	$11,000	$16,529	$142,211
$603,342	$20	$455,223	$34,044	$20,113	$13,340	$66,000	$85,565	$654,172

COLA:	*5%*							
2012-13	FTE	Annual Salary	FICA & Medicare	Hours Worked	Workers Comp	Medical Benefits	TSA Benefits	TOTAL COSTS
$34,491	1	$34,491	$2,639	1,516	$1,033	$6,050	$6,898	$51,110
$34,491	1	$34,491	$2,639	1,060	$1,023	$6,050	$6,898	$51,101
$35,195	0	$0	$0	-	$0	$0	$0	$0
$34,491	1	$34,491	$2,639	1,516	$1,033	$6,050	$6,898	$51,110
$34,491	1	$34,491	$2,639	1,516	$1,033	$6,050	$6,898	$51,110
$36,073	0	$0	$0	-	$1,033	$0	$0	$1,033
$35,195	1	$35,195	$2,692	1,516	$1,053	$6,050	$7,039	$52,029
$36,073	1	$36,073	$2,760	1,516	$1,079	$6,050	$7,215	$53,177
$36,073	0	$0	$0	-	$0	$0	$0	$0
$37,516	1	$37,516	$2,870	1,516	$1,121	$6,050	$7,503	$55,060
$37,516	1	$37,516	$2,870	1,516	$1,121	$6,050	$7,503	$55,061
$37,445	1	$37,445	$2,865	1,516	$1,119	$6,050	$7,489	$54,967
$38,210	1	$38,210	$2,923	1,516	$1,141	$6,050	$7,642	$55,966
$40,731	2	$81,462	$6,232	3,032	$2,428	$12,100	$16,292	$118,514
$507,991	12	$441,380	$33,766	17,736	$14,216	$72,600	$88,276	$650,238
$0	1	$0	$0	-	$0	$0	$0	$0
$0	1	$0	$0	-	$0	$0	$0	$0
$0	1	$0	$0	-	$0	$0	$0	$0
$0	0.63	$0	$0	-	$0			$0
$0	0.63	$0	$0	-	$0			$0
$0	0.63	$0	$0	-	$0			$0
$0	0.63	$0	$0	-	$0			$0
$0	0.63	$0	$0	-	$0			$0
$0	6.1	$0	$0	-	$0	$0	$0	$0
$507,991	18.1	$441,380	$33,766	17,736	$14,216	$72,600	$88,276	$650,238
$8,500		$8,500	$0		$0		$0	$8,500
$516,491	18.1	$449,880	$33,766	17,736	$14,216	$72,600	$88,276	$658,738
$57,881	1	$57,881	$4,428	1,920	$1,720	$6,050	$11,576	$81,655
$0	1	$0	$0	-	$0	$0	$0	$0
$0		$3,600					$0	$3,600
$28,894	1	$28,894	$2,210	1,516	$871	$6,050	$5,779	$43,804
$36,118	1	$36,118	$2,763	1,517	$1,080	$11,616	$7,224	$58,801
$122,893	4	$126,493	$9,401	4,953	$3,671	$23,716	$24,579	$187,860
$639,384	$22	$576,374	$43,167	$22,689	$17,887	$96,316	$112,855	$846,599

COLA	5%							
2013-14	FTE	Annual Salary	FICA & Medicare	Hours Worked	Workers Comp	Medical Benefits	TSA Benefits	TOTAL COSTS
$36,215	1	$36,215	$2,770	1,516	$1,083	$6,655	$7,243	$53,967
$36,215	1	$36,215	$2,770	1,060	$1,073	$6,655	$7,243	$53,957
$36,954	0	$0	$0	-	$0	$0	$0	$0
$36,215	1	$36,215	$2,770	1,516	$1,083	$6,655	$7,243	$53,967
$36,215	1	$36,215	$2,770	1,516	$1,083	$6,655	$7,243	$53,967
$37,877	0	$0	$0	-	$1,033	$0	$0	$1,033
$36,954	1	$36,954	$2,827	1,516	$1,104	$6,655	$7,391	$54,932
$37,877	1	$37,877	$2,898	1,516	$1,131	$6,655	$7,575	$56,136
$37,877	0	$0	$0	-	$0	$0	$0	$0
$39,392	1	$39,392	$3,013	1,516	$1,175	$6,655	$7,878	$58,114
$39,392	1	$39,392	$3,013	1,516	$1,121	$6,655	$7,878	$58,060
$39,317	1	$39,317	$3,008	1,516	$1,173	$6,655	$7,863	$58,016
$40,120	1	$40,120	$3,069	1,516	$1,196	$6,655	$8,024	$59,065
$42,767	2	$85,535	$6,543	3,032	$2,546	$13,310	$17,107	$125,041
$45,000	1	$45,000	$3,443	1,517	$1,338	$6,655	$9,000	$65,435
$578,390	13	$508,449	$38,896	19,253	$16,140	$86,515	$101,690	$751,690
$0	1	$0	$0	-	$0	$0	$0	$0
$0	1	$0	$0	-	$0	$0	$0	$0
$0	1	$0	$0	-	$0	$0	$0	$0
$0	0.63	$0	$0	-	$0			$0
$0	0.63	$0	$0	-	$0			$0
$0	0.63	$0	$0	-	$0			$0
$0	0.63	$0	$0	-	$0			$0
$0	0.63	$0	$0	-	$0			$0
$0	6.1	$0	$0	-	$0	$0	$0	$0
$578,390	19.1	$508,449	$38,896	19,253	$16,140	$86,515	$101,690	$751,690
$8,500		$10,000	$0		$0		$0	$10,000
$586,890	19.1	$518,449	$38,896	19,253	$16,140	$86,515	$101,690	$761,690
$60,775	1	$60,775	$4,649	1,920	$1,804	$6,655	$12,155	$86,039
$0	1	$0	$0	-	$0	$0	$0	$0
$0		$3,600					$0	$3,600
$30,339	1	$30,339	$2,321	1,516	$913	$6,655	$6,068	$46,295
$37,924	1	$37,924	$2,901	1,517	$1,133	$11,616	$7,585	$61,158
$129,038	4	$132,638	$9,871	4,953	$3,849	$24,926	$25,808	$197,092
$715,929	$23	$651,087	$48,766	$24,206	$19,989	$111,441	$127,497	$958,782

AISIS						
		Budget 2009-10	Budget 2010-11	Budget 2011-12	Budget 2012-13	Budget 2012-14
REVENUES						
	# of students	48	72	216	264	288
	ADM/student	5977	5977	5379	5379	5379
	80% of ADMw	4781.6	4781.6	4303	4303	4303
	Total Gen Purpose Funds	$ 229,517	$ 344,275	$ 929,543	$ 1,136,108	$ 1,239,391
Fundraising						
	Auction	$ 25,000	$ 49,000	$ 75,000	$ 120,000	$ 135,000
Federal Charter Sch Grant		$ 125,000	$ 100,000	$ -	$ -	$ -
Federal Charter Sch Grant	Per student grant	$ 48,000	$ 72,000			
	Private Donations	$ 2,500	$ 3,500	$ 5,000	$ 7,500	$ 9,000
	Family donations	$ 12,000	$ 18,000	$ 54,000	$ 66,000	$ 72,000
	Corporate Sponsors	$ 2,500	$ 5,000	$ 10,000	$ 15,000	$ 15,000
	Interest Income	$ 1,500	$ 2,000	$ 2,000	$ 2,000	$ 2,000
TOTAL INCOME		$ 446,017	$ 593,775	$ 1,075,543	$ 1,346,608	$ 1,472,391
EXPENSES						
	Salaries-Teachers	$ 80,700	$ 179,225	$ 345,180	$ 441,380	$ 508,449
	Salaries-Adm	$ 49,980	$ 69,104	$ 104,042	$ 126,493	$ 132,638
	Sub-K-8	$ 1,500	$ 2,500	$ 6,000	$ 8,500	$ 10,000
	Taxes-Adm	$ 3,823	$ 5,019	$ 7,638	$ 9,401	
	Taxes-Teachers	$ 6,174	$ 13,711	$ 26,406	$ 33,766	$ 38,896
	Unemployment	$ 1,500	$ 3,000	$ 6,000	$ 9,000	$ 10,000
	Wrks.Comp	$ 1,556	$ 2,010	$ 3,002	$ 3,671	$ 3,849
	Wrks.Comp-Teachers	$ 2,425	$ 5,381	$ 10,338	$ 14,216	$ 16,140
	Prof.Grth-Admin	$ 5,000	$ 5,000	$ 10,000	$ 12,500	$ 15,000
	Prof.Grth-Tchrs	$ 4,000	$ 10,000	$ 13,500	$ 13,500	$ 18,000
	Health Ins.-Adm	$ 4,801	$ 5,000	$ 11,000	$ 23,716	$ 24,926
	Health Ins.-Tchrs	$ 9,600	$ 25,000	$ 55,000	$ 72,600	$ 86,515
	TSA-Adm	$ 7,367	$ 10,201	$ 16,529	$ 24,579	$ 25,808
	TSA-K-8	$ 11,895	$ 26,418	$ 69,036	$ 88,276	$ 101,690
	Memb.fees-Adm	$ 1,000	$1,500	$2,000	$ 3,000	$ 3,500
	Memb.fees-Tchrs	$ 1,000	$ 2,500	$ 4,500	$ 4,500	$ 5,000
	Library Supplies	$ 5,000	$ 7,500	$ 15,000	$ 25,000	$ 15,000
	Textbooks	$ 14,400	$ 21,600	$ 64,800	$ 79,200	$ 86,400
	Classroom Sup	$ 2,000	$ 5,000	$ 9,000	$ 13,000	$ 14,000
	Instructional supplies	$ 12,000	$ 18,000	$ 54,000	$ 66,000	$ 72,000
	Comp. Ed. Mat.	$ 500	$ 1,000	$ 2,000	$ 2,000	$ 2,000
	Minor Comp. Pu	$ 2,000	$ 2,500	$ 3,000	$ 3,000	$ 3,500
	Minor FF&E Pur	$ 3,000	$ 3,500	$ 4,000	$ 5,000	$ 5,000
	Main. Comp. DP	$ 15,000	$ 15,000	$ 30,000	$ 20,000	$ 10,000
	Main. FF&E	$ 20,000	$ 25,000	$ 15,000	$ 10,000	$ 10,000
	Rent	$ 48,000	$ 54,000	$ 64,000	$ 70,400	$ 77,440
	Utilities	$ 4,500	$ 9,900	$ 12,000	$ 14,400	$ 16,000
	Water Disp. Service	$ 500	$ 500	$ 500	$ 500	$ 600
	Duplication	$ 9,000	$ 18,000	$ 18,000	$ 18,000	$ 18,000
	General Liability	$ 4,000	$ 9,900	$ 10,800	$ 12,000	$ 14,000
	Hospitality/Rel	$ 1,500	$ 3,000	$ 3,000	$ 3,000	$ 3,500
	Postage	$ 2,500	$ 4,000	$ 5,500	$ 7,000	$ 8,000
	Printing	$ 15,000	$ 7,500	$ 7,500	$ 7,500	$ 8,000
	Prof.serv.Acct.	$ 7,500	$ -8,500	$ 9,500	$ 10,500	$ 10,500
	Food supplements	$ 2,500	$ 3,500	$ 5,000	$ 7,500	$ 8,000
	Office Supplies	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 3,000
	Telephone/ISP	$ 3,500	$ 4,000	$ 5,000	$ 5,500	$ 7,000
	Back Ground Checks	$ 625	$ 625	$ 625	$ 625	$ 625
NON-OPERT.						$ -
	Reserve FF&E				$ -	$ -
	Capital Reserve				$ -	$ -
TOTAL NON-OPS		$ -	$ -	$ -	$ -	$ -
					$ -	
TOTAL EXPENSES		$ 367,347	$ 590,193	$ 1,032,397	$ 1,271,224	$ 1,392,976
Surplus/Deficit		$ 78,670	$ 3,582	$ 43,146	$ 75,385	$ 79,415
Cumulative Reserve		$ 78,670	$ 82,253	$ 125,399	$ 200,783	$ 280,198

EXHIBIT B

District's September 11, 2009, Memorandum

Sarah Boly
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Teaching and Learning
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September 11, 2009

Helping Minds Organization
Isabel Lainez, Executive Director
11725 SW Butner Road
Portland, OR 97225

Dear Isabel,

Listed below are questions that were asked by School Board Members at the August 17, 2009 Public Hearing, as well as additional questions that have been raised, many of which were discussed when your co-directors met with the Beaverton School District Charter School Review Team on September 4, 2009.

1. How are English language skills taught in a way that ensures all students meet standards?
2. How will the needs of students who are eligible for the services of Special Education be addressed?
3. What are the applicants current plans for the location of the school? Is the space appropriate?
4. Is it realistic to plan on an increase of students in the upper grades when immersion programs historically lose children?
5. Is one-way Spanish Immersion a viable model for teaching English?
6. Singapore Math does not have a Spanish version, so how will math be taught in Spanish?
7. Is a .5 secretary adequate for ensuring compliance with reporting requirements and with safety?
8. How will the needs of English Language Learners be addressed?
9. Is the overall elementary instructional program comprehensive and aligned with State expectations?
10. How will the District and School accurately track ADM for the School?
11. What are the school's thoughts about how to use the funds that parents raise for the school?
12. What is the process/protocol in place for the proposed tutoring service? Does it meet State Ethics guidelines?

School Board Goal for 2009 – 2014: All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

13. What kind of financial tracking program will you use? How often will you provide the District with financial reports (balance sheets and profit and loss)?

14. What auditor will be used for the Federal and State audit requirements? Has an amount been budgeted for this expense?

15. Page 23 of the grant states that "students will be assessed in state and district content standards in two languages". What instruments/methods would be used to accomplish this?

16. The schedule on Page 39 includes technology instruction in the 3:00 block and then use of computers after school at 3:30. How much funding is in the budget for acquisition of computers for student use in years 1 and 2? Or, are computers belonging to the proposed co-located school utilized in years 1 and 2? How will students have access to computers in year 3 of the grant when the projected number of students appears to preclude co-location in a school with computers and how does the budget support meeting this need?

17. All special education services would be provided in English, how would this fit with Arco Iris' instructonal model of full immersion?

18. Given the proposed schedule of instruction in the application, how would the school address the need for pull out services for students who may be special education eligible?

19. What curriculum will the school adopt for Social Studies if the Beaverton School District Social Studies adoption team does not have new materials adopted by the time Arco Iris starts? Will the District have the right to review, comment on, and approve or deny any proposed Social Studies curriculum?

20. Will the school allow the District an opportunity to review and comment on policies regarding safety and conduct (pg 36), and other school policies (pg 31) before the school adopts them?

21. What does the school anticipate the District's role will be in assisting employees with placement at another school within the District (pg 49)?

22. If Arco Iris is intending to have a student population reflective of the demographics of the Beaverton School District population, what is the recruitment plan to make it more likely that this will be accomplished?

23. Please provide more information about Helping Minds Organization. How many are on the board of directors? What are the names and relevant backgrounds of each member of the board of directors? What role do you anticipate that Helping Minds Organization will fill with respect to oversight, operation, and day-to-day activities of Arco Iris?

24. What are the qualifications of the people who have been selected, whether such selection is tentative or final, to fill the positions of teachers, directors, administrators, administrative assistants, officer managers, English teacher/specialists, and other staff? How do the qualifications of these individuals compare with the qualifications outlined in the application for each of these positions?

School Board Goal for 2009 – 2014: All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

25. The application states that Isabel Lainez, the owner of Chiquitos School, is the Director of Arco Iris. How will the time commitments of being the director of Arco Iris, a start up school, be balanced with the time commitments of owning and running Chiquitos School? What percentage of time will the administrator be at Arco Iris during school hours? Will there be an administrator at Arco Iris throughout the day?

Thank you for meeting with the District Committee last week to review these questions. Please do not hesitate to call if you have any additional questions regarding your application.

Sincerely,

[redacted]

Sarah Boly

cc: Beaverton School District Charter School Review Team
Mary Taylor, Co-chair
Danielle Siver, Co-Chair
11675 SW Butner Road
Beaverton, OR 97225

EXHIBIT C

September 22 Supplemental Application Materials

Arco Iris
Spanish Immersion School

September 22, 2009

Dear Beaverton School Board and District Members,

Below are our responses to School Board and District Questions that you have requested to receive by September 22, 2009. We met with the Review Committee on September 4, however, we did not receive the finalized list of questions until September 14, despite repeated assurances that we would receive those responses within a few days after our meeting. We have been trying to arrange meetings with District staff to seek further clarifications on the questions, but have been unable to do so prior to submission of these responses, so we anticipate that we may need to finalize and supplement these responses prior to the Board meeting.

Board members asked questions not included in the District memo, therefore, we provided answers through Exhibit 2.

Best Regards,

Mary Taylor and Danielle Siver

1. How are English language skills taught in a way that ensures all students meet standards?

While much of the Arco Iris focus is presented on Spanish immersion, our commitment to meeting and exceeding standards as outlined by the state and Beaverton School District is of upmost importance. The Arco Iris community of English speaking families has the same expectation of English language skill development for students as they would at any other educational provider.

Arco Iris students will receive a minimum of 6 hours of English a week in 1st – 3rd grade. In 4th grade and above, students will receive ten hours a week. English Language Arts programming will be intensive and delivered by a literacy coach (with highly specialized credentials) in blocks to each class. ELA curriculum is aligned with state and district learning targets.

Details are outlined in the application in section 5. Section 6 also outlines student assessments for English Language Arts.

English Language Learners will be provided with specialized programming provided by a teacher with ESOL credentials. Please see more details below.

2. How will the needs of students who are eligible for the services of Special Education be addressed?
All special education funds attributable to special education students that attend Arco Iris are paid to the resident school district. For example, if a student that resides in the Beaverton School District attends Arco Iris, the Beaverton School District will receive the entire special education weighting (1.0 ADMw) attributable to that student. As required by federal law, the student's teacher will participate on the student's IEP team and in all IEP team meetings. Arco Iris will participate and support all students during assessment and implementation of the student's IEP and will otherwise accommodate the student's special education needs to the greatest extent possible. If necessary and appropriate, Arco Iris and the Beaverton

Arco Iris
Spanish Immersion School

School District may enter into a contract to provide special education services at Arco Iris; however the District will retain the primary and ultimate responsibility to serve the student's special education needs since the District will receive all special education funding for special education students.

3. What are the applicant's current plans for the location of the school? Is the space appropriate?
We are in the process of site selection now, however, we will not engage in a lease until we have secured charter status. Charter school law does not require that a facility be identified at the time the application is submitted, however, we have found space at 12270 SW 1st St. in Beaverton that is appropriate for our use. It is next to the Beaverton Library and Park and is already ADA approved. It is the former home of the NW Chinese Academy so it is school zone approved and is move-in ready. The lease is only $1800/month which is much less than we budgeted for. However, our first choice is still to reside within a school in BSD, and pay that lease amount to BSD.

Co-locating within BSD would provide a win-win for both sides. We can provide valuable funding to the district and in return could utilized underused space in a current BSD elementary school. We have made repeated written requests to the school district to identify any vacant or unused public buildings and portions of buildings that may be suitable for the operation of a public school but have not received any responses. Per O.R.S. 338.045 (5) "School districts, education service districts and other public bodies, as defined in ORS 174.109, shall make available to the public lists of vacant and unused public buildings and portions of buildings that may be suitable for the operation of a public charter school." Again, we request a list of appropriate spaces within BSD so that we may evaluate and propose a specific location within BSD.

4. Is it realistic to plan on an increase of students in the upper grades when immersion programs historically lose children?
We expect attrition, however, we also expect to have a waiting list for all grades after the first two years. As the students move into the upper elementary and middle school grades, English and Spanish are delivered in a 50/50 split. In this case, knowledge of the Spanish language is not a requirement for admission. Arco Iris will provide a jump start to high school language requirements.

For Spanish speakers in the upper elementary grades, the language split still provides more exposure to Spanish, allowing for more learning, than in a typical educational setting. We expect to have more Spanish speakers filling slots in the upper grades, especially because Beaverton does not currently offer immersion programming after 5th grade.

While a blend of native Spanish and English speakers is the goal, we are prepared to address the needs of the enrollment profile.

5. Is one-way Spanish immersion a viable model for teaching English?

The primary differentiator between one-way Spanish immersion model and two-way Spanish immersion model is generally the make-up of the student profile. In this case, Arco Iris presents the one-way model in an effort to teach native English speakers a second language. Because of the open enrollment requirements of a charter school, the enrollment profile may shift based on number of applications, however, the goal remains to teach students a second language.

Arco Iris is committed to students having mastery of English reading, writing and oral skills, regardless of the incoming native language. Students will receive a minimum of 6 hours of specific English Language instruction a week in 1st – 3rd grade from a literacy specialist. In 4th grade and above, students will receive ten hours a week.

According to the Center for Applied Linguistics:
Research consistently finds that the immersion experience actually enhances English language development (Cloud, Genesee, & Hamayan, 2000). It should be noted that full immersion students' English development may lag temporarily in reading, word knowledge, and spelling while instruction is occurring exclusively in the immersion language. However, after a year or two of instruction in English language arts, this discrepancy disappears (Genesee, 1987). It is important for parents to understand that this lag is temporary and to be expected.
In full immersion programs, children develop initial literacy in the immersion language. Many cognitive processes that underlie the ability to read, such as understanding the relationship between the spoken language and the written word, transfer from one language to another (Cloud, Genesee, & Hamayan, 2000).

6. Singapore Math does not have a Spanish version, so how will math be taught in Spanish?
Primary Mathematics by Singapore Math will be delivered in the classroom in Spanish. Numbers are the same in English and Spanish and therefore math is one of the easiest subjects for translation and comprehension. Because Arco Iris teachers are proficient in both English and Spanish, teacher resource books in English are not a challenge and lessons will easily be translated and delivered in Spanish to the students. Workbooks are in English, and the students will execute work in the classroom with Spanish instructions. Because the student books are in English, it will allow for parent involvement at home with homework.

Recently, other immersion schools and schools in the Dominican Republic and Puerto Rico have adopted the English version of Singapore Math with teachers translating the student lessons to Spanish.

7. Is a .5 secretary adequate for ensuring compliance with reporting requirements and with safety?
Arco Iris will have a part time office manager and part time assistant. The assistant happens to be serving in a volunteer capacity. This parent/board member (stay at home mom) has committed to daily staffing of the office and working hand in hand with the office manager and director when the office manager is not in the office. As our student base increases and our finances can afford, we will create a full time paid position, so we expect this to be a short term situation.

8. How will the needs of English Language Learners be addressed?
Immersion has long been used as an ESL teaching technique throughout the country and in the Beaverton School District. As a charter school, Arco Iris will utilize the one-way immersion model as an ESL tool, with the expectation that a majority of the students will be English speakers. All students will receive classroom content in Spanish with the exception of English Language Arts blocks. Generally, homework will be handled in English, however, should Spanish instructions be needed for parental support, this service will be provided. As students increase in grade level, more content will be delivered in English to address increasing academic complexities of learning targets, but also to secure more mastery of the English language.

For the native Spanish speaker, Arco Iris is prepared to address varying levels of English proficiency and grade level performance. Through immersion and other ESL teaching techniques, Arco Iris will provide English Language Learners with meaningful access to academic content in the student's first language and to professionals who will support English acquisition. Around the country, native Spanish speakers are excelling in subject areas because much of their learning in math, science and social studies and other subjects are taught primarily in their native language. Young students become confident and capable learners, able to make progress academically because their native language is not a barrier to learning.

A study conducted in California by Kathryn Lindholm-Leary suggests that:

- ELL students develop stronger literacy skills in Spanish in 90:10 than 50:50 programs.
- For ELL students, there is a high correlation between reading (and math) achievement across the two languages. Thus, it is important to develop high levels of achievement in Spanish.
- Simply adding more English instructional time does not yield higher outcomes in achievement measured in English for English language learners.

Classroom teachers are the conduit to teaching ELL students. While a highly trained and quality literacy specialist will provide English Language content to each classroom daily (ensuring that native English speakers are receiving specialized instruction in English), classroom teachers will lead the small groups of English language instruction to ELLs. The literacy coach will be a part of each students' academic success and will serve as a mentor to the classroom teachers, specifically relating to progress in English Language Arts regardless of English proficiency.

Because Arco Iris will receive additional funds for each ELL student, the school will be in a position to hire contract or full-time personnel (depending on the enrollment profile) with ESOL credentials. While ultimate responsibility for student progress lies with the school director, the ELL instructor will lead the internal ELL efforts at the school and be the liaison for parents, students, teachers and others involved with ELL progress.

Upon enrollment, parents will complete a student profile form to identify native language. Once students have been identified and within 30 days of the start of school, all students will be assessed using the Early Language Listening and Oral Proficiency Assessment (detail outlined in section 15.) Student proficiency will be measured using the American Council of Teaching Foreign Languages rubric of proficiency. This rating will be tracked for all students and testing in the fall and spring will help track progress of each student regardless of native language.

For example: Yearly, each incoming student will be academically assessed to provide a baseline of knowledge and to develop a long term growth plan. For example, students will be classified as beginners, early intermediate, intermediate, and proficient, and will be grouped accordingly. Students will be evaluated to assess improvements in proficiency.

Teachers will use ODE's English Language Development Learning Targets to provide a foundation for effective listening, reading, writing and speaking. Arco Iris will provide ELLs with intense lessons to develop competence and proficiency in the English language through form, function and vocabulary and oral and written fluency.

Arco Iris
Spanish Immersion School

Each morning, students in the early elementary grades will experience English Language Arts for 1 hour and 15 minutes. This weekly total of 6 hours focuses on core English skill development. In this scenario, the literacy coach will deliver English to the general classroom, allowing students to work at an individual and appropriate pace. English language learners will participate in the classroom lesson while the classroom teacher works in small groups for 30 – 45 minutes to help kids of varying proficiency improve English development.

Beginning in 4th grade, the English Language Arts curriculum will increase daily to approximately 2.5 hours. In this case, the literacy coach will provide advanced English Language programming and the break-out session for ELLs will increase with intensity and with increased increments.
We expect to annually examine the progress of students and the effectiveness of the teaching techniques. As the school evolves, examination will be required because the population profile will likely evolve.

In addition to traditional ESL strategies, all teachers will receive instruction using *Total Physical Response*, a method of teaching language through actions. Research shows that students learn when the delivered content is active and relevant and is reliant on listening and development of comprehension, like when young children are learning a first language. Integration of TPR will be used in a pull-out setting where students can engage in games like Simon Says, listening to stories, or discussing local and relevant topics. Assessment results and student progress will be tracked and kept in the school office. Reports of student progress will be provided to the district. The ACTFL guidelines are a standardized measurement for assessing ELLS will be utilized for reading, writing, speaking and listening as a means for delivery of service content, frequency and duration and for monitoring next steps, including the on-going assessment, classification, re-assessment, re-classification and exit cycle.

Because the school will operate a closely knit community, students will be supported by each other and through the family as well as a highly trained and qualified staff.

All students at Arco Iris will benefit from thoughtfully planned programming, well-trained and qualified teachers, strong educational leadership, and administrative support. These characteristics are key qualities of Arco Iris, demonstrated throughout the formal proposal to Beaverton School District.

9. Is the overall elementary instructional program comprehensive and aligned with State expectations?
Yes, the curriculum follows approved state content standards. As noted in section 5.1 of our Application, Arco Iris will offer a curriculum fully aligned with the Oregon curriculum state standards. Arco Iris students will receive instruction in core subjects (mathematics, English language arts, science, and social studies) and in art, music, health, and physical education. Students also study Spanish Language Arts and culture. Arco Iris will administer the Oregon Assessment of Knowledge and Skills (OAKS) tests. Since the OAKs testing is now online, Arco Iris may plan to negotiate utilization of District resources or Northwest Regional Education Service District computer labs to support this.

The educational program at Arco Iris will also be in alignment with Beaverton's goal to increase "academic achievement with a special emphasis on literacy and mathematics gains for each student." The intent is to give every student the skills to succeed in challenging courses, meet academic standards, graduate from high school and be fully prepared for a range of post-secondary education and vocational options.

10. How will the District and School accurately track ADM for the School?

The school will track student attendance daily and maintain the necessary enrollment records required by state statute to substantiate which students are enrolled and which school district they live in. In the event that a student misses 10 consecutive days of school, the student will be un-enrolled in accordance with state law. We realize that this will be a new "relationship" for BSD and we want to make sure that every effort is made to ensure timely and accurate information.

ORS 338.145 is quite specific on how Charter schools are paid by the district and ORS 327.095 stipulates when they are paid (within 10 days after the district receives payments from the State School Fund). Consequently, the school will provide enrollment reports to BSD at a mutually agreed upon time and date to facilitate the reporting of enrollment to the Oregon Department of Education prior to when the district is scheduled to receive a payment from the State School Fund. We are more than willing to discuss this in more detail should you desire.

11. What are the school's thoughts about how to use the funds that parents raise for the school?

The school families will raise funds to help the school in the following areas:

- Purchase capital equipment
- Help fund special activities & field trips for the students
- Make charitable gifts
- Build up Endowment Funds to sustain school
- Sponsor teachers, especially those visiting from outside the United States
- Save to purchase our own building

12. What is the process/protocol in place for the proposed tutoring service? Does it meet State Ethics guidelines?

Sometimes students need extra support and many parents use private tutoring options like Sylvan, Kumon or Mathnasium. Arco Iris teachers will be available for a fee for option if parents elect to use an option like this for evening or weekend hours. If the school and family decide that tutoring will help a student perform at a higher level, tutoring is scheduled through the office manager and paid to the school.

Arco Iris will comply with all Oregon laws and ethics guidelines pertaining to the offering of tutoring services by Arco Iris teaching staff.

The "Kids Like Languages" program is in Beaverton elementary schools now where parents pay for after school Spanish lessons. Arco Iris will provide similar extra-curricular activities and child care.

13. What kind of financial tracking program will you use? How often will you provide the District with financial reports (balance sheets and profit and loss)?

The school will use Quickbooks Pro for all of our financial reporting needs, including student accounts and payroll.

Per statute (ORS 338.095(1), Charter schools are required to report annually to the district and the State Board of Education on the performance of the school and its students. Thus, we will file the necessary annual report with the Beaverton School District and the State Board of Education. In addition, we think it's

prudent to meet with the district CFO on a quarterly basis to review interim financial statements and discuss other topics as necessary.

14. What auditor will be used for the Federal and State audit requirements? Has an amount been budgeted for this expense?
The school will engage a CPA firm to provide an annual audit of our financial statements and internal controls. We have already spoken with 2 firms: Pauly & Rogers, CPAs and Putnam & Teague, CPAs- both of which have extensive experience auditing schools and not-for-profit organizations. Our current Operating budget includes the necessary funds to pay for this annual audit under "Professional Services- Acct"

15. Page 23 of the grant states that "students will be assessed in state and district content standards in two languages". What instruments/methods would be used to accomplish this?

In addition to complying with the state required testing and usage of Dibels and Six Trait, each fall and spring students will be assessed using the Early Language Listening and Oral Proficiency Assessment. The tests are designed for students to demonstrate performance in oral fluency, grammar, vocabulary, and listening comprehension for both English and native Spanish speakers in their second language. Assessments include hands-on activities and are conducted entirely in the foreign language. Students are assessed in pairs by two trained test administrators and, during the activities or tasks, are encouraged to interact with each other as well as with the interviewers. The focus of the interview is to determine what the students can do with the language through grades 4.

Using an oral interview/role play technique with two students at a time, the Center of Applied Learning's Oral Proficiency Exam measures a student's ability to understand, speak, and be understood by others in a second language. The test measures cognitive-academic language skills (the ability to discuss subject matter effectively, e.g., social studies, geography, and science) as well as social language (the ability to discuss family, recreational activities, and so on). Role play and discussion topics include greetings, program of studies, the cafeteria, timelines, using the library, fire drills, social studies trips, school buses, the movies, social life, a party, a science project, future careers, an accident, a fight, unfair rules, and science equipment. This assessment is appropriate for Grades 5 – 8 students enrolled in immersion programs.

The assessor evaluates each student's proficiency in terms of comprehension, fluency, vocabulary, and grammar using the defined ratings based on the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

16. The schedule on Page 39 includes technology instruction in the 3:00 block and then use of computers after school at 3:30. How much funding is in the budget for acquisition of computers for student use in years 1 and 2? Or, are computers belonging to the proposed co-located school utilized in years 1 and 2? How will students have access to computers in year 3 of the grant when the projected number of students appears to preclude co-location in a school with computers and how does the budget support meeting this need?

We believe technology is very important in the development of our students and staff. As a result, we have budgeted $15,000 annually for years 1 & 2. Then we increased this to $30,000 in year 3. At this time, we are not anticipating needing to use any computers of a school in which we would co-locate.

Arco Iris
Spanish Immersion School

17. All special education services would be provided in English, how would this fit with Arco Iris' instructional model of full immersion?

As documented in the charter school law, special education responsibilities lie with the District since the District receives the funding for it. For example, if a student that resides in the Beaverton School District attends Arco Iris, the Beaverton School District will receive the entire special education weighting (1.0 ADMw) attributable to that student. We plan for our teachers to be part of the IEP team as required by federal law, and will make all reasonable accommodations to facilitate the student's ability to perform the IEP. Specific Learning Disabilities include Communication Disorder, Autism Spectrum Disorder, Emotionally Disturbed, Hearing Impaired, Visually Impaired, Mental Retardation, Orthopedically Impaired, Traumatic Brain Injury, and Deaf/Blind. In the event that the IEP team determines that some particular service or program is best delivered at the charter school and/or by the charter school teacher, the District and the Charter school should work in good faith to make sure it happens, and the District should agree to pay money to the charter school to cover the additional expense to the charter school of doing this. We will work in good faith to make sure that every child with special needs is provided services according to the IEP and since each IEP is different, we can't state more specifically precisely how we, as the charter school will do that, until presented with the facts.

18. Given the proposed schedule of instruction in the application, how would the school address the need for pull out services for students who may be special education eligible?

Arco Iris intends to fully support students with special needs. If we have a special education student apply, we will arrange an intervention time to allow the student to receive the identified needed services. The specific time for the services will need to be negotiated with the District which is providing the services. Transportation to/from another school may be required, as well as coordination with that school's specialist depending upon the student's needs.

19. What curriculum will the school adopt for Social Studies if the Beaverton School District Social Studies adoption team does not have new materials adopted by the time Arco Iris starts? Will the District have the right to review, comment on, and approve or deny any proposed Social Studies curriculum?

Because ODE will be reviewing social studies and social science materials for adoption beginning in the September 2012 school year and Beaverton may not have adopted or approved curriculum by the Arco Iris opening date, it makes sense for Arco Iris to follow the current Scott Foresman materials adopted by Beaverton in 2004 while both entities evaluate appropriately aligned materials. The Scott Foresman materials are available in English and Spanish. The classroom lessons and worksheets will be delivered in Spanish. The state and district content learning targets will be the guiding elements of instruction.

The School Board has the option to approve or deny our proposed curriculum at the time the charter application is reviewed. Since we will be providing a comprehensive instructional program that follows state content standards, our curriculum meets the standards in ORS 338.055.

20. Will the school allow the District an opportunity to review and comment on policies regarding safety and conduct (pg 36), and other school policies (pg 31) before the school adopts them?

We are open to allowing the District an opportunity to review and comment on policies when it comes to the Arco Iris board's final adoption. Upon charter approval, Arco Iris will provide policies and procedures to the Beaverton School District. In some cases, Arco Iris will adopt district safety and conduct policies in an effort to have a synergistic relationship with the District. We welcome your feedback and input as we would like to be a partner with BSD.

21. What does the school anticipate the District's role will be in assisting employees with placement at another school within the District (pg 49)?

This particular question relates to a standardized question for all charter schools. Should the Arco Iris charter be revoked for some reason, we expect to work with the District to help place teachers within the District. We certainly understand that there are hiring qualifications and requirements for Beaverton teachers; however, we hope that Arco Iris teachers will be considered for open positions without prejudice.

22. If Arco Iris is intending to have a student population reflective of the demographics of the Beaverton School District population, what is the recruitment plan to make it more likely that this will be accomplished?

Currently Arco Iris has a website and signs posted throughout the Beaverton area to help promote school enrollment. We have engaged two proficient Spanish speaking parent volunteers to help translate the website and forms for the Spanish speaking population. In the spring, following charter approval, we will hold Community Meetings to reach out to parents. We will work with the district to provide details in English and Spanish for promotion within Beaverton's communications materials including the website. Lastly, we are working with the Hispanic Chamber of Commerce to engage local Hispanic Business leaders in an advisory and communications role.

23. Please provide more information about Helping Minds Organization. How many are on the board of directors? What are the names and relevant backgrounds of each member of the board of directors? What role do you anticipate that Helping Minds Organization will fill with respect to oversight, operation, and day-to-day activities of Arco Iris?

By design, Helping Minds Organization (HMO), a 501(c)(3), has served in the management role of the Arco Iris charter initiative for several years. By federal law, a charter school must be operated by a 501(c)(3). Currently, Arco Iris is in the process of completing the IRS form 1023 to secure charitable status.

The charter governing board is comprised of community members with diverse professional and ethnic backgrounds, whose extensive expertise supports the mission of the school. This Board will be responsible for overseeing the development and adoption of goals and policies, and will oversee financial management. The school's director, in partnership with the administrative assistant and the office manager, will ultimately manage the day-to-day operations, including record keeping and assessment. The teachers will be responsible for delivering the programs to the students and will assist the director with program implementation. The director must ensure that outcomes are consistent with, and aligned with the charter mission and goals.

The Arco Iris Governance Board serves as the management team and consists of community leaders who are committed to the success of the students at Arco Iris. Five board members make up the core

leadership. As a board, the team is responsible for three key things: evaluation of the director, management of finances (and the school's sustainability and growth) and development and adoption of policies and procedures. During the start-up phases, the management team is involved in all aspects of coordination including: research, site visits, outreach and policy and procedure development and approval.

Board Chair: Mary Taylor
Mary is a parent of two elementary school age children and is very interested in making sure they have the best education possible. She has an MBA from Santa Clara University and has worked in the high tech industry for over 20 years, at companies such as Apple Computer, Intel, and Hewlett-Packard. Mary has volunteered in the local schools in Beaverton for the last several years. Previously she started up and ran a mentorship program for at-risk high school students for 5 years. Her high-level, management experience in project and process management, has allowed Mary to lead and direct all aspects of the Arco Iris start-up initiative.

Vice Chair: Danielle Siver
Dani is the parent of two young children. Raised bi-coastally, she treasures the diversity of her childhood and hopes that through immersion, other children can learn the values of multi-culturalism. She has been a fundraiser and community organizer for 12 years and has raised millions of dollars for organizations like: Easter Seals, Portland Rose Festival and The Freshwater Trust. She also served as the education advocate for the Oregon Auto Dealers Association and promoted Career and Technical Education in Oregon. Currently, she is the senior project manager at Girl Friday Project Management which helps non-profits and grassroots organizations start-up programs and implement fund development planning.

Member, Education/Curriculum and Arco Iris Director: Isabel Lainez
Isabel has a rich perspective on education. Currently she owns Chiquitos School, a Spanish Immersion pre-school in Beaverton. She received her teaching degree in Honduras and before founding a local immersion pre-school, taught and managed schools in Brazil and the United States. She brings a wealth of experience in managing schools, developing curriculum, and in teaching. She has taught hundreds of children who have continued to learn and develop their Spanish speaking skills as well as prepared them to be effective learners.

Member, Kokila Vidiyarthi
Kokila is the Learning Center Director at MATHNASIUM North Beaverton and has been advising our team on our math program. She graduated with a B.S. in Biochemistry from Jadavpore University, then earned her M.S. from Calcutta University. She believes that people will benefit the most in life if they have a strong math foundation. Kokila enjoys helping kids acquire a love of math. She has 8 years of teaching internationally - in India, Australia and the United States, and brings many innovative teaching insights to our team.

Member, Monique Singleton
Monique is currently the Principal at Riverside Elementary School in the North Clackamas School District. This is the School District's second bilingual magnet program. Monique believes bilingual programs are an effective way to teach Spanish speakers English while teaching English speakers Spanish. She brings extensive start up experience for bilingual schools so we are very pleased to have her guidance and insight on this Board.

Arco Iris has also engaged several noted professionals to guide the business practices of the guide the organization. While these individuals do not have voting power, they offer a significant voice in the organizational structure. These advisors are as follows:

Advisor, Finances/Budget: Jim Mullaney
Jim is a CPA with extensive knowledge and experience working with non-profits and schools. He serves as chair of the St. Pius finance committee and has been a key in budget and projection analysis for the K-8 schools expansion. He also served on the talented and gifted education commission for six years. He offers Arco Iris deep budget analysis and scenarios, cash flow projections and additional management insights to be sure that Arco Iris has a financially sustainable business model.

Advisor, Curriculum Assessment: Larissa Jaekel
Larissa Jaekel is an English Language Arts Teacher and will be advising us on our English Language curriculum. Larissa has a B.A. in Elementary Education from Washington State University, and a Master's Degree in Curriculum and Instruction in Language Arts from Lesley College in Cambridge, MA. Larissa has 8 years of teaching experience in the state of Washington as an elementary classroom teacher and a language arts/reading specialist. She is currently serving on the Findley Elementary Local School Committee.

Advisor, Curriculum Assessment: Hayley Mecheski
Hayley is an ESL Teacher at W.L. Henry Elementary School in Hillsboro, which has a Spanish dual language immersion program. She also serves on the Local School Committee for the William Walker Elementary School in BSD. Hayley will be advising Arco Iris on English as a Second Language and will provide guidance for our immersion program.

24. What are the qualifications of the people who have been selected, whether such selection is tentative or final, to fill the positions of teachers, directors, administrators, administrative assistants, officer managers, English teacher/specialists, and other staff? How do the qualifications of these individuals compare with the qualifications outlined in the application for each of these positions?

Please see the Appendix for Job Descriptions. We are attaching a Job Description for the Director and teacher positions. Any individuals identified to fill these roles must meet the qualification and background checks.

25. The application states that Isabel Lainez, the owner of Chiquitos School, is the Director of Arco Iris. How will the time commitments of being the director of Arco Iris, a start up school, be balanced with the time commitments of owning and running Chiquitos School? What percentage of time will the administrator be at Arco Iris during school hours? Will there be an administrator at Arco Iris throughout the day?

An offer has not been extended for any positions at the school yet, but Isabel Lainez is currently being considered for the Director position. No offers will be extended until we have Charter approval. Ms. Lainez is the owner of Chiquitos but the school has an on-site Director who runs the daily operations of the school. If we do extend an offer to Ms. Lainez as Director of Arco Iris, it will be her first priority. She will be expected to perform the responsibilities of her position as noted in the Job Description.

Arco Iris
Spanish Immersion School

EXHIBIT 1– DIRECTOR JOB DESCRIPTION

Job Title: Director
Reports to: School Board of Directors
Supervises: Students and all teachers of the school

Job Summary

The school Director serves as the educational leader, responsible for managing policies, regulations, and procedures that ensure all students are supervised in a safe environment that meets the approved curricula and mission of the school.

Achieving academic excellence requires that the school Director work collaboratively to direct and nurture all members of the school staff hired by the Board of Directors and to communicate effectively with parents. Inherent in this position are the responsibilities for scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations. The school Director will also serve as coach for the staff and ensure training workshops and professional development occurs.

Qualifications

Minimum six years of experience in education and administration.

Strong interpersonal and leadership skills, five or more years of supervisory or administrative experience, two or more years experience in training.

Preferred teaching experience from 1st to 6th grade. Candidate must speak, write and understand Spanish close to fluency.

Must be committed to the school's mission and goals.

Must be first aid and CPR certified or be willing to secure certification upon hiring.

Must be licensed by Teacher Standards and Practices and not have a criminal background that would preclude employment at a school.

Mission and Philosophy

Arco Iris Spanish Immersion School is an elementary school offering one-way Spanish immersion. At the core, Arco Iris promotes bilingualism, bi-literacy, and multi-culturalism and fosters increased academic ability. Our mission is to offer a solid education that includes Spanish immersion and a rigorous mathematical curriculum that will prepare students to be responsible citizens and life-long learners with strong values. Bilingualism, bi-literacy, cultural competence and high academic performance make up the framework for our mission at Arco Iris. We will prepare students to:

1. Attain high academic achievement in Spanish and English.
2. Build the skills and knowledge students will need to be successful in their future algebra classes.
3. Become bilingual, bi-literate and multi-culturally competent leaders.

Arco Iris teachers and administrators are talented educators and bi-lingual in Spanish. Students are challenged to become world class thinkers, capable of engaging ideas using two languages and multiple perspectives. The benefits associated with bilingualism include the positive effect on intellectual ability, a head start on future school language requirements, the improvement of child's understanding of his/her native language, and the ability to communicate with people he or she would otherwise not get the chance to know.

Our school philosophy is to provide an academically challenging, content-rich, curriculum that holds high expectations for all students, including becoming fluent and literate in Spanish in addition to English. We are committed to developing strong, critical-thinking skills in all students. We will provide a safe environment where all students are known, respected, and valued as individuals of great potential. We will establish a

community that models and encourages character development, respect for diversity, and a sense of responsibility toward the community.

Job Function and Responsibilities

The school Director shall:

1. Ensure excellence in teaching and learning.
2. Design, develop and implement program.
3. Measure the institutional outcomes.
4. Develop the code of behavior for students and parents, staff and faculty.
5. Ensure that school complies with local, state and federal requirements.
6. Provide educational leadership for the school, including professional development and training for staff.
7. Represent the charter school at local, state and national events.
8. Develop marketing plan to attract new students.
9. Develop effective staff and professional development programs that match school and individual goals to improve performance; model continuous professional improvement.
10. Prepare schedule, assign staff, set job performance standards and evaluate staff.
11. Generate public support for the school's program and education in general.
12. Use technology effectively for administrative, instructional and communications functions.
13. File required reports with local, state and federal educational agencies and the school advisory board.
14. Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.
15. Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school, including instructional programs, extracurricular activities, discipline systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures. Ensures compliance with all laws, board policies and civil regulations.
16. Establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the philosophy, mission, values and goals of the school.
17. Supervise the instructional programs of the school, evaluating lesson plans and observing classes (teaching, as duties allow) on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development.
18. Establish procedures for evaluation and selection of instructional materials and equipment.
19. Supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, mission, values and goals of the school.
20. Establish a professional rapport with students and with staff that has their respect. Display the highest ethical and professional behavior and standards when working with students, parents and school personnel. Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession. Encourage all teachers to do the same.
21. Notify immediately the Board and appropriate personnel and agencies when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or students appearing to be under the influence of alcohol or controlled substances.
22. Keep the Board advised of employees not meeting their contractual agreement.
23. Keep the staff informed and seek ideas for the improvement of the school: weekly meetings for full-time staff, monthly staff meetings.

24. Establish and maintain an effective inventory system for all school supplies, materials and equipment.
25. Establish procedures that create and maintain attractive, organized, functional, healthy, clean, and safe facilities, with proper attention to the visual, acoustic and temperature.
26. Assume responsibility for the health, safety, and welfare of students, employees and visitors.
27. Develop clearly understood procedures and provide regular drills for emergencies and disasters.
28. Maintain a master schedule to be posted for all teachers.
29. Establish the schedules and procedures for the supervision of students in non-classroom areas (including before and after school).
30. Maintain visibility with students, teachers, parents, and the Board.
31. Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the student in the school.
32. Use effective presentation skills when addressing students, staff, parents, and the community, including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.
33. Use excellent written and oral skills when communicating with students, parents and teachers.
34. Complete in a timely fashion all records and reports as requested by the Board. Maintain accurate attendance records. Provide quarterly student grade and behavior reports to parents. Post honor roll lists each quarter.
35. Provide and supervise a safe recreation and play period for the students.
36. Communicate with the Board regularly about the needs, successes and general operation of the school.
37. Establish procedures for the safe storing and integrity of all public and confidential school records. Ensure that student records are complete and current.
38. Protect confidentiality of records and information gained as part of exercising professional duties and use of discretion in sharing such information within legal confines.
39. Organize and supervise procedures for identifying and addressing special needs of students including health-related concerns, and physical and emotional needs. Report when special education needs students apply to the school to the Board and District within required timeframes.
40. Supervise the exclusion from school of any pupil who shows departure from normal health, who has been exposed to a communicable disease, or whose presence may be detrimental to the health and cleanliness of other pupils. Assure that excluded pupil's parents or guardians are apprised of the reasons for exclusion.
41. Attend required committee meetings (fund-raising, curriculum, etc) and extra sponsored functions and events).
42. Perform any duties that are within the scope of employment and certifications, as assigned by the Board and not otherwise prohibited by law or in conflict with contract.

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Exhibit 2 – Additional Questions Asked By the Board

Describe the free/reduced lunch program.
The board President and Vice President of Arco Iris were recipients of free and reduced lunch as children themselves so are very sensitive to this topic. Because of personal experience, the team is committed to providing free lunches to students who need it. The Arco Iris team values the importance of healthy students and is committed to providing appropriate choices for students who will receive free lunches or a student who forgets their lunch. Arco Iris has budgeted $2,500 for lunches in the first year and it grows each year after.

The school will have a kitchen or access to a kitchen. Students, with supervision by an adult, will be able to select a sandwich and make it, select a fruit and vegetable and one other healthy item and milk.
We estimate that we will have no more than 20% of our students receiving free or reduced lunch based on the overall Beaverton population of students receiving this service.

Please describe how you will recruit teachers and ensure it won't jeopardize local hires.
Portland State University has a bilingual education program and we have been recruiting from this program as well as through the Oregon Association for Bilingual Education. We have intentionally not been recruiting from within BSD in order to minimize any potential impact on currently offered programs, instead looking for recent graduates and those from around the state.

Our job postings for teachers have included required TSPC credentials in elementary education or equivalent certifications from other states, in addition to Spanish proficiency in instruction. We have numerous applications from teachers through PSU's bilingual education program, other hiring websites, and via word of mouth, as well as from Southern California and the state of Oregon. So far we have received no resumes from current BSD teachers.

No offers have been extended, nor will they be until the charter is approved.

Is Arco Iris allowed to fund raise for teacher salaries, etc.
There are no constraints on fundraising for Arco Iris including but not limited to: timeframes or types of fundraisers, provided that Arco Iris operates within fundraising guidelines as set by the Oregon Department of Justice and the IRS.

Will you have mixed classes? You show 3 grades and only 2 teachers.
In the first two years of operation, we anticipate that Arco Iris will have blended grades in the middle elementary levels. Staffing of classrooms will always take into account at least: safety and learning.

Can Arco Iris charge for after school care?
Yes, it is legal and Arco Iris will. The daily fee is competitive in relation to other programs in the Beaverton area and is only available until 6 pm on school days and not available for in-service days, during holidays or during emergency closures. Accommodations for payment may be made on a sliding scale based on the free and reduced lunch schedule released in August of 2009. The benefit of on-site care includes: homework assistance with Arco Iris teaching philosophies, no need to transport kids to another venue (either by a center bus or another adult), opportunity for on-site extracurricular activities like the track and math team versus the typical babysitting option.

Arco Iris child care is accessed on an as needed basis to encourage parents to avoid delays in picking up children. The hourly rate is $5 per hour per child. If a family maximizes the use of the after school option, the annual rate for child care per child will be approximately $2,250, excluding late fees. Parents will be asked to project child care needs to help with plan staffing and budgets.

The YMCA offers numerous packages for before and after-school care until 6 pm. Care on all regular school days only and transportation from school to the YMCA is $272 per month. It does not include in-service or early release days.

THRIVE at the Cedar Hills Recreation Center is available daily until 6 pm and includes transportation to the center and during in-service days. The fee is $255 per month.

Kindercare will pick up children at schools provided 5 or more children will be attending from the same school. The center provides a snack and initiates activities and provides homework help. The fee is $129 per month excluding holidays and in-service days.
Arco Iris may evaluate other offerings in subsequent years including: in-service, holiday and summer break programming.

Have start up costs been budgeted for items like a library or furniture?
Throughout the budget (multi-year comparison worksheet), costs are allocated for a library equipment, furniture, etc.

The percent of time spent in Spanish declines over time, why? I would think it would increase?
Children absorb language earlier and begin the natural transition between languages once the acquired language becomes more functional. The decline is typical in immersion programs. As subject matter becomes more difficult in the upper grades there is more of an emphasis of English Language Arts, it is important that students master the English language and grammar as they increase grade levels.
If students enter at a higher grade, where Spanish instruction is less, Spanish speakers will receive more content in their native language than at a mainstream public school, allowing for more acquisition of learning targets. Students will also have access to English Language programming on a daily basis through a detailed and customized ELL plan.
For English speaking students, entering the track is a little more difficult for second language acquisition, however, the goal is for functional acquisition of a second language.

How do you plan to start up in Sept'09?
We believe a more likely scenario will be January of 2010 or September of 2010. This will allow time for completion of the charter agreement documentation.

Can the district provide more data on the composition of the student make up and composition of the waiting lists at the three immersion elementary schools. If Arco Iris enrolls openly, could it adversely impact these programs.

The three BSD elementary immersion programs have waiting lists for all grades. Each program has different criteria for acceptance or service, although the programs typically serve 50% native Spanish speakers and 50% English speakers. The dual immersion programs serve as an ESL technique while also enabling native English speakers to learn a second language.

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At Barnes elementary, there are 38 students currently on the wait list, and 24 of these 38 students (63%) are identified as either native Spanish speakers or bi-lingual. At both Vose and Aloha Huber Elementary schools, there is a waiting list of students within boundary so they are not currently maintaining a list of out of boundary students (even though they have received application submissions) because they need to focus on the in boundary students first. Vose Elementary did say that the immersion program demographics are approximately 70% Spanish speakers and 30% English speakers.

Based on this information, it does not appear that if any native Spanish speaking students moved from Barnes, Vose, or Aloha-Huber that these programs would be negatively impacted. Instead, Arco Iris can provide capacity for the overflow of native Spanish speakers not able to get into one of BSD's Spanish immersion programs.

We believe that Arco Iris will be a complement to the current immersion programs. We anticipate serving approximately 10-20% ELL students. The District profile shows we have approximately 11% Hispanic population so matching that demographic, we would only have 2-3 ELL students per classroom. If we do serve up to 20% ELL students, that would be 4-5 students and still does not impact BSD's current immersion programs. Arco Iris is a cost effective way to expand immersion in the district for both native Spanish and English speaking students.

For the district, are there any issues for sharing space within an elementary? Does it affect lunch programs, cause safety issues.
BSD is already familiar with sharing space within an elementary. Currently the Washing County Head Start program leases space from the District at several elementary schools for Head Start classes. Bonnyslope, Chehalem, Elmonica, Jacob Wismer, Mountain View and Vose Elementary schools are all elementary schools that currently have or have had Head Start classes lease space at their school. These are for pre-school students ages 3-5, whereas the Arco Iris 1st – 3rd graders will be the same age as the rest of the elementary school.

Arco Iris asks for consideration in evaluating if some below capacity elementary schools with extra classrooms be a possible start-up venue for Arco Iris. The schools we have identified that are below capacity would have space for the lunch programs and there should not be a safety issue since the school is under stated capacity. Through a facility agreement, use of space, bathrooms, cafeteria and services, gym and playground would be discussed.
We do have other venues that we would engage should we not be able to explore or negotiate agreeable terms.

Why will only half of the staff be licensed?
As a charter school, only half of the staff must be licensed through Teachers Standards and Practices Commission. Teachers will be highly qualified, but the 50% allows the school to bring in subject matter experts for science, art, music, or physical education, for example.
In the beginning years, and with a small teaching staff, we will require applicants to have TSPC certification or to be working toward certification. Teachers will also undergo background checks via TSPC and the district.

Arco Iris
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Is this a Spanish Immersion School or a Singapore Math School?
Arco Iris is a Spanish immersion elementary school which will use Primary Mathematics (Singapore Math) as its math program. We will deliver content that aligns with learning targets that are set by the state and Beaverton School District. As with our other subject matters, we are adopting materials that will best serve our students.

According to the Math Forum Summary Report that BSD published November, 26 2007, the #1 most important item to the community respondents was "Computation/fundamentals/math basics." (page 8) They also noted that "Parents can't help with the math/have to hire tutors," and that they wanted kids to be able to "Succeed and operate in the real world/global standards". They also commented that there was "Frustration over "discovery" curriculum" (page 10 of the report). We selected Singapore Math for our math curriculum because it would provide an option for these parents that wanted an alternative to BSD's current Terc Investigations and newly adopted Everyday math programs. A strong parent support group last spring endorsed the results that the Singapore Math curriculum is bringing to students. The BSD Math Project Team also had a minority team in support of its adoption. With this overwhelming community support for a more rigorous math program, we selected Singapore Math to meet the request for alternatives. Singapore Math is also on the Oregon Department Education's list of approved math curriculums.

Writing is a key element of literacy. How will you focus on writing instruction?
Mastery of the English language is critical so students will have daily instruction in English Language Arts. A few things to note about the Arco Iris commitment to literacy:

Page 15 of the application begins the English Language Arts description, outlining the details for alignment of state and district standards and StoryTown curriculum.

Page 24 outlines usage of school wide writing prompts and the Six Trait Writing Model.

Page 25 outlines the usage of DRA and DIBEL assessments in fall and spring.

Why BSD for this charter location, why not some other district?
The main parent supporters of this initiative reside within Beaverton so it's natural to want their children to go to school locally.

Another benefit of opening a quality charter school within Beaverton is that it makes the district eligible for funds from the $4.35 billion "Race to the Top" fund, an initiative announced by US Secretary of Education, Arne Duncan. Access to the funds is made available to states and school districts that promote the proliferation of high-quality charter school programs.

Co-Location is a challenge. Please review the Eugene study on the challenges with co-locations.
We reviewed the study and opinions for and against co-locations. We understand the concerns and would like to highlight the fact that BSD is already familiar with co-location and is currently engaged in doing this. Currently the Washing County Head Start program leases space from the District at several elementary schools for Head Start classes and it has been a positive experience for the community. Bonnyslope, Chehalem, Elmonica, Jacob Wismer, Mountain View and Vose Elementary schools are all elementary

Arco Iris
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schools that currently have or have had Head Start classes lease space at their school. These are for pre-school students, whereas the Arco Iris students will be the same age as the rest of the elementary school. We would like the opportunity to explore a facility lease with BSD since it will bring in additional funding to the district which should be seen as a positive factor in this economic environment. Arco Iris asks for consideration in evaluating if some below capacity elementary schools with extra classrooms be a possible start-up venue for Arco Iris. The schools we have identified that are below capacity would have space for the lunch programs and there should not be a safety issue since the school is under stated capacity. Through a facility agreement, use of space, bathrooms, cafeteria and services, gym and playground would be discussed.

We do have other venues that we would engage should we not be able to explore or negotiate agreeable terms.

If we co-locate within West TV or any other BSD elementary location which has space, we would be looking for some of the following in a lease arrangement for up to two years:

Ideal Location:

- Within a current school with excess capacity – requiring minimal build out
- Within Beaverton School District Boundaries
- Neighborhood/Area consideration: Cedar Hills/Cedar Mill area or near Merlo School, Sunset HS, Beaverton HS
- Open to venue suggestions

Ideal Work Area Set Up:

- 1 large work space per group/grade = 3 grades
- Private office space

Access To or Private Area For (not included in total square footage):

- Lunch Cafeteria / Common area /Library
- Staff break room
- Computer room
- Gymnasium
- Playground

Other:

- In close proximity to a park, playground, greenspace
- In close proximity to afterschool program
- Safe and operationally conducive parking lot and drop off area
- Mutually beneficial lease agreement

Minimum Requirements:

- A large space that can be renovated (minor) or subdivided (with floating or temp/changeable walls)

Notes:

- document does not take into consideration insurance, ADA requirements, or other negotiated lease requirements

Arco Iris
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A start up of September 8 seems difficult to embrace.
We agree that a September 8 start up would be challenging, although BSD's Summa program was started up over a summer and introduced in the fall, so we know this can be done. A more likely scenario, however, would be a January 2010 start date, when students are returning to class. This would give us enough time to complete the Charter Agreement.
The other scenario would be for a September 2010 start date.

EXHIBIT D

District's September 22, 2009, Recommendation

Beaverton SCHOOL DISTRICT

creating pathways to the future for all students

Sarah Boly
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- MEMORANDUM -

DATE: September 22, 2009

TO: Beaverton School Board

FROM: Sarah Boly, Beaverton School District Charter School Review Team

Subject: **Recommendation on Arco Iris Spanish Immersion School Application**

Background

On July 14, 2009, Helping Minds Organization (HMO) submitted a charter school application for the Board's consideration. As you recall, on August 17, 2009, the Board held a public hearing and the applicants described parts of their application. Helping Minds Organization, a 501(c)(3) organization, is the applicant and serves as the representing organization. In general, Helping Minds Organization proposes to open the Arco Iris Spanish Immersion School (Arco Iris) with one grade each of fourteen to fifteen first, second and third grade students and would like to expand one grade level per year to reach a total enrollment of approximately 150 students in grades K-8. An expansion of the number of sections per grade would be a future possibility as well.

Arco Iris would be founded as a one-way Spanish immersion program. As such, its student population would consist of a majority of English language speakers with limited to no proficiency in the Spanish (immersion) language. Unlike the District's current dual immersion programs, classes will not use a ratio of 50% Spanish to 50% English speakers, and will utilize a ratio that more closely approximates the District's demographics. The majority of academic subjects would be taught in Spanish using a wide range of instructional strategies. The ultimate goal of the program would be for students to become proficient in Spanish in addition to English, and to develop increased cultural awareness while reaching a high level of academic achievement. The curriculum itself would be aligned with State and District learning targets and teaching strategies will include an emphasis on differentiated instruction and immersion teaching techniques.

The Beaverton School District Charter School Review Team met with members of the Arco Iris Spanish Immersion School on September 4, 2009 to discuss questions and concerns about the application. The applicant was provided with questions that were asked by School Board Members at the August 17, 2009 Public Hearing. Additional questions were asked by Beaverton School District Charter School Review Team and School Board members prior to the September 4, 2009 meeting. The applicant also received an updated list of questions as a follow-up to their September 4, 2009 meeting.

Beaverton School District Goal (2009-2014):

All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

After careful review, the Beaverton School District Charter School Review team prepared this memorandum to assist the Board as it considers the criteria by which it must evaluate the application. The issues the committee believes are significant concerning each criterion are set forth below.

"(a) The demonstrated, sustainable support for the public charter school by teachers, parents, students and other community members, including comments received at the public hearing held August 17, 2009."

Strengths:

The applicant has provided an on-line petition with 113 signatures in support of the proposed charter school (Exhibit A in the application). A number of the supporters indicate that they have children that are currently in private schools or are home-schooled that they would consider enrolling in Arco Iris.

Parents of District students also testified in support of the charter school at the Public hearing held on August 17th.

Concerns:

None noted.

"(b) The demonstrated financial stability of the public charter school."

Our review of the budget and other financial aspects of the Arco Iris Spanish Immersion School application resulted in the following findings, summarized as strengths and areas in which the application raises concerns.

Strengths:

- The budget includes most essential elements required to open and operate a charter school.

Concerns and Recommendations:

- The budget states that 6.1 FTE is allocated for Instructional Assistants for each of the five years. The budget, however, does not include any dollar amount to pay for the 6.1 FTE in instructional assistants
- The budget reflects a .5 secretary and a .75 principal which may not provide adequate support for students and parents throughout the school day for health room coverage, medication disbursement, and other general office or administrative support.
- Substitute costs reflect 6 substitute teacher days per teacher for the entire school year which may not be adequate.
- The professional services budget which includes the required annual financial audit is not sufficient.

- Health insurance expense reflects a 4% inflation rate while current insurance rates are increasing at double digit increases.

- The budget does not reflect anticipated PERS (Public Employees Retirement System) rate increase.

- The District would be required to provide a resource teacher and instructional aide for Arco Iris Spanish Immersion School to support students served through special education. While this is not an allowable criteria for denying approval of Arco Iris Spanish Immersion School, it should be noted in the District's budget that this will be expected of the District (1 certified staff member and .606 IA per every 30 eligible students).

"(c) The capability of the applicant, in terms of support and planning, to provide comprehensive instructional programs to students pursuant to an approved proposal."

Our review of the instructional support and planning aspects of the Arco Iris Spanish Immersion School application resulted in the following findings:

Strengths:

- Arco Iris's application proposes a plan to provide an educational program which includes Spanish immersion and a rigorous mathematics program that will prepare students to be responsible citizens and life-long learners with strong values.

- Because national student achievement is measured in English, teachers will be required to manage acquisition of all subject areas in English and in Spanish.

- Arco Iris's application includes a specific curriculum scope, sequence, and instructional targets that support state and local district-mandated learning targets. Most curriculum frameworks given, including Singapore Math, are specific and are supported by some researched-based materials aligned with District adoptions and State content standards that serve as the core program for each content area.

- The application identifies which assessments are used to determine if students are mastering instructional targets, as well as for informing instructional grouping.

Concerns and Recommendations:

- "Group learning" at lower elementary levels does not adequately describe differentiated instruction, or differentiated learning. Only one teacher workshop will be offered for training in differentiated instruction and immersion teaching. More specificity in training may be needed. In addition, when Singapore Math was reviewed by the District Math Project Team, there were concerns about the need for intense and sustained staff development and about the inadequacy of this math program to address students who learn differently.

- Teaching concepts in Spanish, with reinforcement of these concepts in English, through homework, is not supported through research citation.

- Spanish as a Second Language strategies are not clear. The application states that in grades 1st through 3rd, approximately 75% of the daily instruction is in Spanish, and 25% in English. However, in grades 6th through 8th, approximately 25% of the daily schedule will be in Spanish, and 75% in English. Greater clarification of the described One-Way Immersion model is needed. The immersion model described in the application presents more as Two-Way Immersion. Clarification is also needed regarding the ultimate goal of the program, which states that students become proficient in Spanish upon exit after receiving only 25% of their daily instruction in Spanish in grades 6th, 7th and 8th.

- The "access strategies" that will be used for the second language learners are not described.

- Second grade math learning targets are not listed in the application.

- Houghton Mifflin Science Discovery Works will support teaching of the Oregon State Standards for Science. F.O.S.S. Kits, used in BSD are also listed as teaching materials. Science State Standards are not identified nor demonstrated to show alignment to science learning targets.

- Arco Iris will administer OAKS to 3rd, 4th, and 5th graders and plans to access District computers to do so. Due to current District need, the District may not have computers available to accommodate Acro Iris's students.

- The ELL student identification process should include specific steps and timelines to notify parents for eligibility and services. The application did not specify when services would begin in a timely manner.

- The application did not identify a systematic process to serve and record the ELL's based on federal and state guidelines.

- The application did not specify the required English Language Development (ELD) program to meet the unique needs of ELLs.

- We have a concern about the qualifications and time availability of the proposed director of Arco Iris because of her dual role as the owner of Chiquitos School.

"(d) The capability of the applicant, in terms of support and planning, to specifically provide, pursuant to an approved proposal, comprehensive instructional programs to students identified by the applicant as academically low achieving."

Our review of the support and planning aspects of the Arco Iris Spanish Immersion School application for academically low-achieving students resulted in the following findings:

Strengths:

- The applicant has identified some research based curriculum that has the potential to meet the needs of low achieving students.

Concerns and Recommendations:

Beaverton School District Goal (2009-2014):

All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

- "Group learning" at lower elementary levels does not adequately describe differentiated instruction, or differentiated learning. Only one teacher workshop will be offered for training in differentiated instruction and immersion teaching. More specificity in training, identification and interventions for low achieving students may be needed.

"(e) The extent to which the proposal addresses the information required in ORS 338.045 [which lists the requirements of a charter school application]."

The application clearly addresses the enumerated requirements of ORS 338.045 and is in fact organized by those requirements. Strengths and concerns about the application are summarized under other criteria.

"(f) Whether the value of the public charter school is outweighed by any directly identifiable, significant and adverse impact on the quality of the public education of students residing in the school district in which the public charter school will be located."

Our review of the Arco Iris Spanish Immersion School application for the value of the program that would outweigh any identifiable, significant adverse impacts on students' education resulted in the following concern which the Board should weigh in comparison to the value of the Arco Iris Spanish Immersion School.

- The application does not address how the charter school will increase the number of students in each grade beginning in the year 2011-2012 (e.g. projected to have 12 3rd grade students in 2010-2011 and 48 4th grade students in 2011-2012). Our experience has been that immersion programs tend to lose students in the upper grades due to attrition and that it is difficult to add students to the program in the upper grades if they have not already participated in an immersion program. We are concerned that the proposal of Arco Iris to grow the number of students in each grade beginning in year 2011-2012 will mean that English speaking students from the District's currently existing dual-immersion programs will be targeted for enrollment at Arco Iris thereby disrupting the 50:50 ratio necessary for the Distict's programs to function.

"(g) Whether there are arrangements for any necessary special education and related services for children with disabilities pursuant to ORS 338.165 [which keeps the resident school district responsible for providing special education services.]"

Our review of the arrangements for any necessary special education and related services for children with disabilities pursuant to ORS 338.165:

Strengths:

- The longer instructional day may provide an opportunity for greater support for students with disabilities and special learning needs.

Concerns and Recommendations:

- The Arco Iris Spanish Immersion School application materials state that, "the School District receives all special education funding for eligible students attending the Charter School, and retains all responsibility for identifying eligible students and delivering special education services to such student(s)," p. 48. This statement raises concerns for the district regarding the applicant's understanding and/or interpretation of the legal requirements for providing support and services to students eligible for special education services. While it is true that the responsibility for the provision of a free appropriate public education for all special education eligible students who are residents of the Beaverton School District remains that of the school district, as a public charter school Arco Iris would also have legal obligations that they must meet in regards to students with disabilities including, but not limited to; being required to provide all modifications and accommodations on a student's IEP just as any other general education setting, complying with state and federal disciplinary protections, and Child Find obligations.

- The application failed to address how students eligible under the Section 504 of the Rehabilitation Act would be provided accommodations or other supports as well as the Charter School's responsibility and legal obligations for these students.

- Since Arco Iris is still working on identifying a location for their program, questions remain regarding whether they would have an appropriate space for special education staff (i.e., Speech and Language Pathologist, School Psychologist, Teacher, etc.) to work with students when delivering specially designed instruction or assessments.

- Since the program at Arco Iris would be a "One Way Model" (p. 8) and instruction would primarily be in Spanish, the district has concerns about the potential negative impact on student learning for students with disabilities who would receive the majority of content instruction in Spanish while receiving specially designed instruction and interventions in English.

"(h) Whether there are alternative arrangements for students and for teachers and other school employees who choose not to attend or who choose not to be employed by the public charter school."

We do not believe this factor is relevant to the determination given the size of the District.

RECOMMENDATION

The committee believes that the evaluation of the criteria above weighs against approving the charter school. While the Arco Iris Spanish Immersion School application has many strengths, the committee and Board members' questions in five of the eight evaluation criteria require further explanation and assurances before the committee could recommend approval. If the Board decides to deny the application, it will need to direct written reasons for the denial so that Arco Iris Spanish Immersion School has an opportunity to resubmit a revised application. We believe any resubmitted application would need to be substantially more detailed and/or modified, particularly in areas listed above.

Beaverton School District Goal (2009-2014):

All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

Most committee members will be available during the Board meeting to answer any questions that the Board has concerning their area of expertise as it relates to the application.

EXHIBIT E

September 28 Supplemental Application Materials

Arco Iris
Spanish Immersion School

September 28, 2009

Dear Beaverton School Board and District Members,

We've reviewed the District's response to the application and felt compelled to immediately respond to concerns mentioned. While we addressed the issues provided in the September 14 memo from the District with a document distributed on September 22 , this supplemental document provides focus on the aforementioned questions from September 14 and additional questions that arose after that time. Also, we would like to note that although the District asked for our responses to their questions by September 22, the District released their denial report on September 22, not taking into account our responses.

We hope this provides additional clarity and rationale for charter approval and request admission of the September 22 document and this supplement for consideration of approval. We look forward to talking further.

Mary Taylor and Danielle Siver

Criteria with BSD Staff Responses and Arco Iris Comments (blue bold)

"(a) The demonstrated, sustainable support for the public charter school by teachers, parents, students and other community members, including comments received at the public hearing held August 17, 2009."

Strengths:
The applicant has provided an on-line petition with 113 signatures in support of the proposed charter school (Exhibit A in the application). A number of the supporters indicate that they have children that are currently in private schools or are home-schooled that they would consider enrolling in Arco Iris. Parents of District students also testified in support of the charter school at the Public hearing held on August 17th.

Concerns:
None noted.

"(b) The demonstrated financial stability of the public charter school."
Our review of the budget and other financial aspects of the Arco Iris Spanish Immersion School application resulted in the following findings, summarized as strengths and areas in which the application raises concerns.

Arco Iris reflects a collective surplus over the 5 years and therefore has the opportunity to make necessary adjustments to fulfill obligations.

Strengths:
- The budget includes most essential elements required to open and operate a charter school.

Concerns and Recommendations:
- The budget states that 6.1 FTE is allocated for Instructional Assistants for each of the five years. The budget, however, does not include any dollar amount to pay for the 6.1 FTE in instructional Assistants. At this time we do not intend to have instructional assistants and figures shown on the salary schedule are in error.

Arco Iris
Spanish Immersion School

• The budget reflects a .5 secretary and a .75 principal which may not provide adequate support for students and parents throughout the school day for health room coverage, medication disbursement, and other general office or administrative support.
Please see the response to this in our document from September 22, #7: Arco Iris will have a part time office manager and part time assistant. The assistant happens to be serving in a volunteer capacity. This parent/board member (stay at home mom) has committed to daily staffing of the office and working hand in hand with the office manager and director when the office manager is not in the office. As our student base increases and our finances can afford, we will create a full time paid position, so we expect this to be a short term situation.

• Substitute costs reflect 6 substitute teacher days per teacher for the entire school year which may not be adequate.
We believe that 6 days per teacher is adequate. Should we need to make adjustments, we are in the financial position to do so.

• The professional services budget which includes the required annual financial audit is not sufficient.
The Budget actually is sufficient. The quotes we received from two CPA firms are around $5500 - $6000. Our existing budget is greater than those figures. Please remember that the Arco Iris audit will be much more simple because we are smaller and a new entity. Question #14 from our September 22 document identifies the CPAs we are considering: Pauly & Rogers, CPAs; and Putnam & Teague, CPAs- both of which have extensive experience auditing schools and not-for-profit organizations.

• Health insurance expense reflects a 4% inflation rate while current insurance rates are increasing at double digit increases.
We have allocated annual increases in health insurance premiums. Health insurance premiums are based upon a quote from Pacific Source for years 1 & 2. Then, we have budgeted a 10% increase per year in years 3-5. If the actual premiums increase by more than 10%, then the employees will be required to pay the difference.

• The budget does not reflect anticipated PERS (Public Employees Retirement System) rate increase.
In fact it does. The current budget reflects the state PERS rate of 14.64% for the next two years. We increased it to 20% in years 3 – 5 per our discussions with Debra Hembree at PERS.

• The District would be required to provide a resource teacher and instructional aide for Arco Iris Spanish Immersion School to support students served through special education. While this is not an allowable criteria for denying approval of Arco Iris Spanish Immersion School, it should be noted in the District's budget that this will be expected of the District (1 certified staff member and .606 IA per every 30 eligible students).
Correct, this notation should not be considered in this document as it is a responsibility of the District. The District retains all special education funding. We will honor federal law, provide necessary accommodations, and participate in special education services to the betterment of each student. Please see our responses addressing Special Education in the September 22 document.

"(c) The capability of the applicant, in terms of support and planning, to provide comprehensive instructional programs to students pursuant to an approved proposal."
Our review of the instructional support and planning aspects of the Arco Iris Spanish Immersion School application resulted in the following findings:

Strengths:

Arco Iris
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• Arco Iris's application proposes a plan to provide an educational program which includes Spanish Immersion and a rigorous mathematics program that will prepare students to be responsible citizens and life-long learners with strong values.
• Because national student achievement is measured in English, teachers will be required to manage acquisition of all subject areas in English and in Spanish.
• Arco Iris's application includes a specific curriculum scope, sequence, and instructional targets that support state and local district-mandated learning targets. Most curriculum frameworks given, including Singapore Math, are specific and are supported by some researched-based materials aligned with District adoptions and State content standards that serve as the core program for each content area.
• The application identifies which assessments are used to determine if students are mastering instructional targets, as well as for informing instructional grouping.

Concerns and Recommendations:
In all of our previous discussions and from the September 14 document, there were no references to the below concerns. In fact, at our September 4th meeting with the District, the District team was highly complimentary regarding this area of criteria. It is very concerning that at first the District complements us on this, and later lists this as a concern in the reason for denial without allowing us to address this.

• "Group learning" at lower elementary levels does not adequately describe differentiated instruction, or differentiated learning. Only one teacher workshop will be offered for training in differentiated instruction and immersion teaching. More specificity in training may be needed. In addition, when Singapore Math was reviewed by the District Math Project Team; there were concerns about the need for intense and sustained staff development and about the inadequacy of this math program to address students who learn differently.

Regarding teacher training, we do not know where in our application there is reference to one teacher workshop. We have not yet specifically identified the teacher training program, number of days, or opportunities available to teachers except in allocating training funds. However, we did state at the School Board Meeting on August 17 that we would have monthly teacher trainings on Singapore Math. We have actually secured a local Singapore Math teacher for this purpose.

With regards to your statement that Singapore Math program is inadequate to address students who learn differently, please note that Singapore Math is an approved math curriculum for the State of Oregon. The Charter School Law was passed with the intent that charter schools would be created, per ORS 338.015, "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." Just because the District may not like Singapore Math, does not mean it is not an acceptable math program, because it is. This math program is focused, logical and conceptual, and is well supported with auxiliary workbooks; review books and software. If a student has not mastered a concept, we will employ these additional resources so they can master the material before moving on.

Good teachers are able to manage a classroom and implement differentiated instruction to address different levels of learning and achievement. We intend to hire good teachers. Our teachers will proactively plan varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible. Because Singapore Math is focused and covers only a few topics, it is easier for students who have trouble learning because they spend more in-depth time reviewing the material than they would with BSD's current math programs. Singapore Math works well for students of all levels.

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In summary, our teacher training funds are adequate for teachers to participate in numerous trainings and we have developed relationships with curriculum specialists, associations and other charter schools to provide low fee opportunities for our teachers to participate in differentiated instruction, immersion, math, literacy, assessment and other programming. And we intend to hire good teachers who will be able to employ differentiated learning with students to match the level and pace of learning they need.

• Teaching concepts in Spanish, with reinforcement of these concepts in English, through homework, is not supported through research citation.
We make the assumption that concepts through Spanish instruction provide reinforcement in English, but you are correct that this is only anecdotal. Interestingly enough, the native French speakers at the Beaverton French-American School learn English even though it may not be the language spoken at home and they only have an hour of instruction per day on it. Regardless, homework will be provided in English to help students at home. Accommodations for Spanish speaking students will continue to be made to support parents.

• Spanish as a Second Language strategies are not clear. The application states that in grades 1st through 3rd, approximately 75% of the daily instruction is in Spanish, and 25% in English. However, in grades 6th through 8th, approximately 25% of the daily schedule will be in Spanish, and 75% in English. Greater clarification of the described One-Way Immersion model is needed. The immersion model described in the application presents more as Two-Way Immersion. Clarification is also needed regarding the ultimate goal of the program, which states that students become proficient in Spanish upon exit after receiving only 25% of their daily instruction in Spanish in grades 6th, 7th and 8th.
Please review the document from September 22 which outlines the ELL programming, # 5 and #8 (which is too long to copy here). The programming for the upper elementary and middle school grades reflect more of a 50% / 50% daily schedule, so we are unclear as to the reference to a 25% Spanish daily schedule in these grades. We are still proposing a one-way program which has general criteria focused on enrollment profile.

• The "access strategies" that will be used for the second language learners are not described. Please review the September 22 document, #8 (which is too long to copy here).

• Second grade math learning targets are not listed in the application. Our July 14 application does not outline every learning target for every grade. We provided a sampling of the learning targets to demonstrate knowledge of alignment.

• Houghton Mifflin Science Discovery Works will support teaching of the Oregon State Standards for Science. F.O.S.S. Kits, used in BSD are also listed as teaching materials. Science State Standards are not identified nor demonstrated to show alignment to science learning targets. We did not outline the standards from 2001. At this time, because our start date will not happen before September 2010, we will utilize the new state and district standards when they are released. Should they be delayed, we will implement the current 2001 standards. We have been following the developments of the science team and will continue to do so.

• Arco Iris will administer OAKS to 3rd, 4th, and 5th graders and plans to access District computers to do so. Due to current District need, the District may not have computers available to accommodate Acro Iris's students.
We have other opportunities to negotiate banks of computer to use for testing including Northwest Education Service District and the Library. We have referenced this in the September 22 document: We have budgeted $15,000 annually for years 1 & 2, and $30,000 in year 3. At this time, we are not anticipating needing to use any computers of a school in which we would co-locate. We also stated in the August 17 School Board meeting that several Board Members work at local companies like Intel and Hewlett-Packard and know how to request equipment grants for items like computers so our budget reflects higher than we anticipate our true costs.

Arco Iris
Spanish Immersion School

• The ELL student identification process should include specific steps and timelines to notify parents for eligibility and services. The application did not specify when services would begin in a timely manner.
Please review the document from September 22, #E, addressing more specifics of identification, classification, recording and administration of services: Once students have been identified and within 30 days of the start of school, all students will be assessed using the Early Language Listening and Oral Proficiency Assessment (detail outlined in section 25.) Student proficiency will be measured using the American Council of Teaching Foreign Languages rubric of proficiency. This rating will be tracked for all students and testing in the fall and spring will help track progress of each student regardless of native language.

• The application did not identify a systematic process to serve and record the ELL's based on federal and state guidelines. See above.

• The application did not specify the required English Language Development (ELD) program to meet the unique needs of ELLs. See above.

• We have a concern about the qualifications and time availability of the proposed director of Arco Iris because of her dual role as the owner of Chiquitos School.
We have addressed this in the September 22 document, #25: An offer has not been extended for any positions at the school yet, but Isabel Lainez is currently being considered for the Director position. No offers will be extended until we have Charter approval. Ms. Lainez is the owner of Chiquitos but the school has an on-site Director who runs the daily operations of the school. If we do extend an offer to Ms. Lainez as Director of Arco Iris, it will be her first priority. She will be expected to perform the responsibilities of her position as noted in the Job Description.

"(d) The capability of the applicant, in terms of support and planning, to specifically provide, pursuant to an approved proposal, comprehensive instructional programs to students identified by the applicant as academically low achieving."

Our review of the support and planning aspects of the Arco Iris Spanish Immersion School application for academically low-achieving students resulted in the following findings:

Strengths:
• The applicant has identified some research based curriculum that has the potential to meet the needs of low achieving students.

Concerns and Recommendations:
• "Group learning" at lower elementary levels does not adequately describe differentiated instruction, or differentiated learning. Only one teacher workshop will be offered for training in differentiated instruction and immersion teaching. More specificity in training, identification and interventions for low achieving students may be needed.
As previously noted, we intend to allow teachers the opportunity to select areas of training based on interest, deficiencies and for team training. We have secured a no cost training to address delivery of instruction for high achieving and low achieving students using DI.

"(e) The extent to which the proposal addresses the information required in ORS 338.045 (which

lists the requirements of a charter school application]."

The application clearly addresses the enumerated requirements of ORS 338.045 and is in fact organized by those requirements. Strengths and concerns about the application are summarized under other criteria.

"(f) Whether the value of the public charter school is outweighed by any directly identifiable, significant and adverse impact on the quality of the public education of students residing in the school district in which the public charter school will be located."

Our review of the Arco Iris Spanish Immersion School application for the value of the program that would outweigh any identifiable, significant adverse impacts on students' education resulted in the following concern which the Board should weigh in comparison to the value of the Arco Iris Spanish Immersion School.

• The application does not address how the charter school will increase the number of students in each grade beginning in the year 2011-2012 (e.g. projected to have 12 3rd grade students in 2010- 2011 and 48 4th grade students in 2011-2012). Our experience has been that immersion programs tend to lose students in the upper grades due to attrition and that it is difficult to add students to the program in the upper grades if they have not already participated in an immersion program. We are concerned that the proposal of Arco Iris to grow the number of students in each grade beginning in year 2011-2012 will mean that English speaking students from the District's currently existing dual-immersion programs will be targeted for enrollment at Arco Iris thereby disrupting the 50:50 ratio necessary for the Distict's programs to function.
Please see this addressed in our September 22 document, #4: We expect attrition, however, we also expect to have a waiting list for all grades after the first two years. As the students move into the upper elementary and middle school grades, English and Spanish are delivered in a 50/50 split. In this case, knowledge of the Spanish language is not a requirement for admission. Arco Iris will provide a jump start to high school language requirements.

For Spanish speakers in the upper elementary grades, the language split still provides more exposure to Spanish, allowing for more learning, than in a typical educational setting. We expect to have more Spanish speakers filling slots in the upper grades, especially because Beaverton does not currently offer immersion programming after 5th grade.

While a blend of native Spanish and English speakers is the goal, we are prepared to address the needs of the enrollment profile.

"(g) Whether there are arrangements for any necessary special education and related services for children with disabilities pursuant to ORS 338.165 [which keeps the resident school district responsible for providing special education services.]"

Our review of the arrangements for any necessary special education and related services for children with disabilities pursuant to ORS 338.165:

Strengths:
• The longer instructional day may provide an opportunity for greater support for students with disabilities and special learning needs.

Concerns and Recommendations:

Arco Iris
Spanish Immersion School

• The Arco Iris Spanish Immersion School application materials state that, "the School District receives all special education funding for eligible students attending the Charter School, and retains all responsibility for identifying eligible students and delivering special education services to such student(s)," p. 48. This statement raises concerns for the district regarding the applicant's understanding and/or interpretation of the legal requirements for providing support and services to students eligible for special education services. While it is true that the responsibility for the provision of a free appropriate public education for all special education eligible students who are residents of the Beaverton School District remains that of the school district, as a public charter school Arco Iris would also have legal obligations that they must meet in regards to students with disabilities including, but not limited to; being required to provide all modifications and accommodations on a student's IEP just as any other general education setting, complying with state and federal disciplinary protections, and Child Find obligations.
We understand the requirements of the federal law. Arco Iris is committed to providing special education services to students with disabilities as required by Oregon and Federal law. Attached is proposed language to include in the Charter between the District and Arco Iris which details precisely how Arco Iris will work with the District and the student's IEP team to assure that any students with disabilities that are attending Arco Iris will be properly cared for and educated in accordance with the requirements of the IDEA. Arco Iris is further committed to working with each student that has a disability to provide the services required under the IEP and to do so in a manner that allows the child to benefit to the greatest extent possible from the Spanish language immersion program being provided by Arco Iris. Additionally, the District will not convene a student's IEP/placement meeting until after the student has enrolled at Arco Iris. Upon completion of that meeting, Arco Iris will work closely with District staff to meet the unique needs of each child and to ensure compliance with all requirements under Oregon and Federal law. Finally, as noted in the proposed language, and as required by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Arco Iris is committed to ensuring that all students with disabilities are free from discrimination, that each student has full access to the educational services being provided by Arco Iris, and that reasonable accommodations will be made to ensure the foregoing. Please see the attached Special Education Commitment document.

• The application failed to address how students eligible under the Section 504 of the Rehabilitation Act would be provided accommodations or other supports as well as the Charter School's responsibility and legal obligations for these students. It should be considered that projections of accommodations and supports as well as legal obligations for special ed students. Please see above.

• Since Arco Iris is still working on identifying a location for their program, questions remain regarding whether they would have an appropriate space for special education staff (i.e., Speech and Language Pathologist, School Psychologist, Teacher, etc.) to work with students when delivering specially designed instruction or assessments. Duly noted, and will be included in our venue specs.

• Since the program at Arco Iris would be a "One Way Model" (p. 8) and instruction would primarily be in Spanish, the district has concerns about the potential negative impact on student learning for students with disabilities who would receive the majority of content instruction in Spanish while receiving specially designed instruction and interventions in English.
Many of the services provided by the district are directly unrelated to specific learning targets and therefore are not a barrier to a student's success. As important as L2 acquisition is, we are interested in English mastery and fluency and can not see where the conflict is. As a point of reference, how does this work at Barnes, Vose or Aloha Huber? How does the district conversely support students with special needs who do not speak English and how does the district support special ed ELLs?

"(h) Whether there are alternative arrangements for students and for teachers and other school employees who choose not to attend or who choose not to be employed by the public charter school."

We do not believe this factor is relevant to the determination given the size of the District.

BOARDRECOMMENDATION

The committee believes that the evaluation of the criteria above weighs against approving the charter school. While the Arco Iris Spanish Immersion School application has many strengths, the committee and Board members' questions in five of the eight evaluation criteria require further explanation and assurances before the committee could recommend approval. If the Board decides to deny the application, it will need to direct written reasons for the denial so that Arco Iris Spanish Immersion School has an opportunity to resubmit a revised application. We believe any resubmitted application would need to be substantially more detailed and/or modified, particularly in areas listed above.

Most committee members will be available during the Board meeting to answer any questions that the Board has concerning their area of expertise as it relates to the application.

Education of Students with Disabilities

ARCO IRIS shall comply with all District policies and regulations and the requirements of federal and state law concerning the education of children under the Individuals with Disabilities Education Act ("IDEA"). Compliance by ARCO IRIS includes, but is not limited to, the following:

(i) ARCO IRIS shall comply with all District policies regarding discipline of special education students.

(ii) The Individual Education Plan and Program (IEP) team are determined by federal law.

(iii) The student's IEP team will determine the appropriate educational program and placement for the student. ARCO IRIS shall abide by the IEP team's decision on program and placement.

(iv) ARCO IRIS staff shall comply with training required by an IEP team for the delivery of services to an ARCO IRIS student.

(v) The funds from the Oregon Department of Education representing the Average Daily Membership weighted (ADMw) for special education for ARCO IRIS special education students shall be retained by the District, if the student is a resident of the District.

(vi) The District has the discretion to determine which specialized programs will be offered on site at the ARCO IRIS site.

(vii) For a nonresident ARCO IRIS student eligible under IDEA, ARCO IRIS and the resident district may enter into a written agreement for the provision of special education services to the student. The Beaverton School District is in no way responsible for these services or the costs thereof.

(viii) The student's IEP team may recommend any appropriate placement for the student based on the student's needs, whether in or out of ARCO IRIS. ARCO IRIS shall not change the student's placement or IEP without IEP team action.

(ix) If it is required as a related service on an ARCO IRIS student's IEP, the resident District will provide transportation to ARCO IRIS.

(x) ARCO IRIS shall notify the student's resident district if a student may need special education services.

(xi) If, after a student is enrolled and attending ARCO IRIS, the staff of ARCO IRIS suspects a student may be eligible for special education and related services under IDEA, ARCO IRIS shall comply with the District practices and policies for referral of the student for evaluation.

(xii) The resident District retains responsibility for offering and providing a free appropriate public education to all resident special education students who attend ARCO IRIS.

(xiii) ARCO IRIS will ensure that all individuals applying for admission to ARCO IRIS receive equal opportunity for admission without regard to whether individuals are considered disabled under any applicable state or federal law.

(xiv) ARCO IRIS is committed to providing equal opportunities to all students free from discrimination on the basis of a student's disability. ARCO IRIS shall fully comply with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and shall be prepared to make appropriate accommodations for students as necessary.

EXHIBIT F

District's September 29, 2009, Recommendation

Sarah Boly
Deputy Superintendent of Teaching and Learning
16550 SW Merlo Road, Beaverton, OR 97006
(503) 591-4311/(503) 591-4415 FAX
E-mail: sarah_boly@beavton.k12.or.us

- M E M O R A N D U M -

DATE: September 29, 2009

TO: Beaverton School Board

FROM: Sarah Boly, Beaverton School District Charter School Review Team

Subject: **Updated Recommendation on Arco Iris Spanish Immersion School Application**

Background

On July 14, 2009, Helping Minds Organization (HMO) submitted a charter school application for the Board's consideration. As you recall, on August 17, 2009, the Board held a public hearing and the applicants described parts of their application. Helping Minds Organization, a 501(c)(3) organization, is the applicant and serves as the representing organization. In general, Helping Minds Organization proposes to open the Arco Iris Spanish Immersion School (Arco Iris) with one grade each of fourteen to fifteen first, second and third grade students and would like to expand one grade level per year to reach a total enrollment of approximately 150 students in grades K-8. An expansion of the number of sections per grade would be a future possibility as well.

Arco Iris would be founded as a one-way Spanish immersion program. As such, its student population would consist of a majority of English language speakers with limited to no proficiency in the Spanish (immersion) language. Unlike the District's current dual immersion programs, classes will not use a ratio of 50% Spanish to 50% English speakers, and will utilize a ratio that more closely approximates the District's demographics. The majority of academic subjects would be taught in Spanish using a wide range of instructional strategies. The ultimate goal of the program would be for students to become proficient in Spanish in addition to English, and to develop increased cultural awareness while reaching a high level of academic achievement. The curriculum itself would be aligned with State and District learning targets and teaching strategies will include an emphasis on differentiated instruction and immersion teaching techniques.

Members of the Beaverton School District Charter School Review Comittee met with members of the Arco Iris Spanish Immersion School on August 6, 2009 and on September 4, 2009 to discuss the application. The applicant was provided with questions that were asked by School Board Members at the August 17, 2009 Public Hearing. Additional questions were asked by the Beaverton School District

Beaverton School District Goal (2009-2014):

All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

Charter School Review Committee and School Board members prior to the September 4, 2009 meeting. The applicant also received an updated list of questions as a follow-up to their September 4, 2009 meeting.

After careful review, the Beaverton School District Charter School Review committee prepared a memorandum dated September 22, 2009 and entitled, *Recommendation on Arco Iris Spanish Immersion School Application* to assist the Board as it considers the criteria by which it must evaluate the application. Shortly after this memorandum was distributed to the Board, Arco Iris Board Co-chairs, Mary Taylor and Danielle Silver, submitted a letter to the Beaverton School Board and District Members dated September 22, 2009 intended to address a variety of questions they had collected and/or the Review Committee had identified between the August 17, 2009 Public Hearing and September 14, 2009. The Arco Iris Board Co-chairs then submitted another letter to the Beaverton School Board and District Members dated September 28, 2009 to address the concerns the Review Committee identified in its September 22, 2009 memo to the Board.

In order to determine whether or not the responses detailed in the September 22, 2009 and September 28, 2009 Arco Iris letters (attached) change the position of the District's Charter School Review Committee on any of the findings detailed in the Committee's September 22, 2009 memorandum to the Board, the Review Committee held two special meetings on September 28, 2009. The timing of the first meeting enabled the Review Committee to reconsider its recommendation to the Board prior to the September 29, 2009 Board Meeting which is when the Board is scheduled to make a decision about whether or not to approve the Arco Iris Spanish Immersion Charter School application. Following this meeting, some Review Committee members, Sarah Boly, Claire Hertz, Brenda Lewis, Scott Drue and Sarah Smith, met with Danielle Siver and Matt Lowe representatives of Arco Iris. As a result of these meetings, the Committee has modified its position on several of the criterion which is set forth below:

"(a) The demonstrated, sustainable support for the public charter school by teachers, parents, students and other community members, including comments received at the public hearing held August 17, 2009."

Strengths:

The applicant has provided an on-line petition with 113 signatures in support of the proposed charter school (Exhibit A in the application). A number of the supporters indicate that they have children that are currently in private schools or are home-schooled that they would consider enrolling in Arco Iris.

Parents of District students also testified in support of the charter school at the Public hearing held on August 17th.

Concerns:

None noted.

"(b) The demonstrated financial stability of the public charter school."

Our review of the budget and other financial aspects of the Arco Iris Spanish Immersion School application resulted in the following findings, summarized as strengths and areas in which the application raises concerns.

Beaverton School District Goal (2009-2014):

All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

Strengths:

- The budget includes most essential elements required to open and operate a charter school.

Concerns and Recommendations:

- The budget states that 6.1 FTE is allocated for Instructional Assistants for each of the five years. The budget, however, does not include any dollar amount to pay for the 6.1 FTE in instructional assistants. **RESOLVED**

- The budget reflects a .5 secretary and a .75 principal which may not provide adequate support for students and parents throughout the school day for health room coverage, medication disbursement, and other general office or administrative support.

- Substitute costs reflect 6 substitute teacher days per teacher for the entire school year which may not be adequate.

- The professional services budget which includes the required annual financial audit is not sufficient. **RESOLVED**

- Health insurance expense reflects a 4% inflation rate while current insurance rates are increasing at double digit increases. **RESOLVED**

- The budget does not reflect anticipated PERS (Public Employees Retirement System) rate increase. **RESOLVED**

"(c) The capability of the applicant, in terms of support and planning, to provide comprehensive instructional programs to students pursuant to an approved proposal."

Our review of the instructional support and planning aspects of the Arco Iris Spanish Immersion School application resulted in the following findings:

Strengths:

- Arco Iris's application proposes a plan to provide an educational program which includes Spanish immersion and a rigorous mathematics program that will prepare students to be responsible citizens and life-long learners with strong values.

- Because national student achievement is measured in English, teachers will be required to manage acquisition of all subject areas in English and in Spanish.

- Arco Iris's application includes a specific curriculum scope, sequence, and instructional targets that support state and local district-mandated learning targets. Most curriculum frameworks given, including Singapore Math, are specific and are supported by some researched-based materials aligned with District adoptions and State content standards that serve as the core program for each content area.

- The application identifies which assessments are used to determine if students are mastering instructional targets, as well as for informing instructional grouping.

Beaverton School District Goal (2009-2014):

All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

Concerns and Recommendations:

- "Group learning" at lower elementary levels does not adequately describe differentiated instruction, or differentiated learning. Only one teacher workshop will be offered for training in differentiated instruction and immersion teaching. More specificity in training may be needed. In addition, when Singapore Math was reviewed by the District Math Project Team, there were concerns about the need for intense and sustained staff development and about the inadequacy of this math program to address students who learn differently. **RESOLVED**

- Teaching concepts in Spanish, with reinforcement of these concepts in English, through homework, is not supported through research citation. **RESOLVED**

- Spanish as a Second Language strategies are not clear. The application states that in grades 1st through 3rd, approximately 75% of the daily instruction is in Spanish, and 25% in English. However, in grades 6th through 8th, approximately 25% of the daily schedule will be in Spanish, and 75% in English. Greater clarification of the described One-Way Immersion model is needed. The immersion model described in the application presents more as Two-Way Immersion. Clarification is also needed regarding the ultimate goal of the program, which states that students become proficient in Spanish upon exit after receiving only 25% of their daily instruction in Spanish in grades 6th, 7th and 8th. **RESOLVED**

- The "access strategies" that will be used for the second language learners are not described. **RESOLVED**

- Second grade math learning targets are not listed in the application. **RESOLVED**

- Houghton Mifflin Science Discovery Works will support teaching of the Oregon State Standards for Science. F.O.S.S. Kits, used in BSD are also listed as teaching materials. Science State Standards are not identified nor demonstrated to show alignment to science learning targets. **RESOLVED**

- Arco Iris will administer OAKS to 3rd, 4th, and 5th graders and plans to access District computers to do so. Due to current District need, the District may not have computers available to accommodate Acro Iris's students. **RESOLVED**

- The ELL student identification process should include specific steps and timelines to notify parents for eligibility and services. The application did not specify when services would begin in a timely manner. **RESOLVED**

- The application did not identify a systematic process to serve and record the ELL's based on federal and state guidelines.

- The application did not specify the required English Language Development (ELD) program to meet the unique needs of ELLs.

Beaverton School District Goal (2009-2014):

All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

- We have a concern about the qualifications and time availability of the proposed director of Arco Iris because of her dual role as the owner of Chiquitos School. **RESOLVED**

"(d) The capability of the applicant, in terms of support and planning, to specifically provide, pursuant to an approved proposal, comprehensive instructional programs to students identified by the applicant as academically low achieving."

Our review of the support and planning aspects of the Arco Iris Spanish Immersion School application for academically low-achieving students resulted in the following findings:

Strengths:

- The applicant has identified some research based curriculum that has the potential to meet the needs of low achieving students.

Concerns and Recommendations:

- "Group learning" at lower elementary levels does not adequately describe differentiated instruction, or differentiated learning. Only one teacher workshop will be offered for training in differentiated instruction and immersion teaching. More specificity in training, identification and interventions for low achieving students may be needed. **RESOLVED**

"(e) The extent to which the proposal addresses the information required in ORS 338.045 [which lists the requirements of a charter school application]."

The application clearly addresses the enumerated requirements of ORS 338.045 and is in fact organized by those requirements. Strengths and concerns about the application are summarized under other criteria.

"(f) Whether the value of the public charter school is outweighed by any directly identifiable, significant and adverse impact on the quality of the public education of students residing in the school district in which the public charter school will be located."

Our review of the Arco Iris Spanish Immersion School application for the value of the program that would outweigh any identifiable, significant adverse impacts on students' education resulted in the following concern which the Board should weigh in comparison to the value of the Arco Iris Spanish Immersion School:

- The application does not address how the charter school will increase the number of students in each grade beginning in the year 2011-2012 (e.g. projected to have 12 3rd grade students in 2010-2011 and 48 4th grade students in 2011-2012). Our experience has been that immersion programs tend to lose students in the upper grades due to attrition and that it is difficult to add students to the program in the upper grades if they have not already participated in an immersion program. We are concerned that the proposal of Arco Iris to grow the number of students in each grade beginning in year 2011-2012 will mean that English speaking students from the District's currently existing dual-immersion programs will be targeted for enrollment at Arco Iris thereby disrupting the 50:50 ratio necessary for the Distict's programs to function.

Beaverton School District Goal (2009-2014):

All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

"(g) Whether there are arrangements for any necessary special education and related services for children with disabilities pursuant to ORS 338.165 [which keeps the resident school district responsible for providing special education services.]"

Our review of the arrangements for any necessary special education and related services for children with disabilities pursuant to ORS 338.165:

Strengths:

- The longer instructional day may provide an opportunity for greater support for students with disabilities and special learning needs.

Concerns and Recommendations:

- The Arco Iris Spanish Immersion School application materials state that, "the School District receives all special education funding for eligible students attending the Charter School, and retains all responsibility for identifying eligible students and delivering special education services to such student(s)," p. 48. This statement raises concerns for the district regarding the applicant's understanding and/or interpretation of the legal requirements for providing support and services to students eligible for special education services. While it is true that the responsibility for the provision of a free appropriate public education for all special education eligible students who are residents of the Beaverton School District remains that of the school district, as a public charter school Arco Iris would also have legal obligations that they must meet in regards to students with disabilities including, but not limited to; being required to provide all modifications and accommodations on a student's IEP just as any other general education setting, complying with state and federal disciplinary protections, and Child Find obligations. **RESOLVED**

- The application failed to address how students eligible under the Section 504 of the Rehabilitation Act would be provided accommodations or other supports as well as the Charter School's responsibility and legal obligations for these students. **RESOLVED**

- Since Arco Iris is still working on identifying a location for their program, questions remain regarding whether they would have an appropriate space for special education staff (i.e., Speech and Language Pathologist, School Psychologist, Teacher, etc.) to work with students when delivering specially designed instruction or assessments. **RESOLVED**

- Since the program at Arco Iris would be a "One Way Model" (p. 8) and instruction would primarily be in Spanish, the district has concerns about the potential negative impact on student learning for students with disabilities who would receive the majority of content instruction in Spanish while receiving specially designed instruction and interventions in English.

"(h) Whether there are alternative arrangements for students and for teachers and other school employees who choose not to attend or who choose not to be employed by the public charter school."

We do not believe this factor is relevant to the determination given the size of the District.

Beaverton School District Goal (2009-2014):

All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

RECOMMENDATION

The Beaverton Charter School Committee appreciates the information we received from the Arco Iris Spanish Immersion Charter School applicant between the first and second readings of their proposal. This information enabled the Committee to resolve many of the bulleted concerns identified in the Committee's September 22, 2009 memorandum to the Board and noted as resolved in this memorandum to the Board dated September 29, 2009. Significant Committee concerns remain unresolved, however, which has resulted in the Review Committee's position that the evaluation of the criteria above weighs against approving the charter school.

While the Arco Iris Spanish Immersion School application has many strengths, the Charter School Review Committee's questions in four of the eight evaluation criteria require further explanation and assurances before the Review Committee could recommend approval. If the Board decides to deny the application, it will need to direct written reasons for the denial so that Arco Iris Spanish Immersion School has an opportunity to resubmit a revised application. We believe any resubmitted application would need to be more detailed and/or modified, particularly in the areas listed above:

"(b) **The demonstrated financial stability of the public charter school.**" (concerns bullets 2 and 3)

"(c) **The capability of the applicant, in terms of support and planning, to provide comprehensive instructional programs to students pursuant to an approved proposal.**" (concerns bullets 9 and 10)

"(f) **Whether the value of the public charter school is outweighed by any directly identifiable, significant and adverse impact on the quality of the public education of students residing in the school district in which the public charter school will be located.**" (concerns bullet 1)

"(g) **Whether there are arrangements for any necessary special education and related services for children with disabilities pursuant to ORS 338.165 [which keeps the resident school district responsible for providing special education services.]**" (concerns bullet 4)

Most committee members will be available during the Board meeting to answer any questions that the Board has concerning their area of expertise as it relates to the application.

Beaverton School District Goal (2009-2014):

All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

EXHIBIT G

Assignment Agreement

ASSIGNMENT AGREEMENT

This Assignment Agreement is entered into effective the 26th day of February, 2010 (the "Effective Date"), by and between HELPING MINDS ORGANIZATION, an Oregon nonprofit corporation ("HMO"), and ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL, an Oregon nonprofit corporation ("Arco Iris").

RECITALS

WHEREAS, HMO previously submitted an application to the Beaverton School District (the "District") to operate a Spanish immersion elementary public charter school, known as Arco Iris Spanish Immersion Charter School ("AISICS") , which application was denied in 2008;

WHEREAS, HMO with the assistance of a paid group of professionals, a group of parents and other interested community members, with the assistance, knowledge and consent of HMO, decided to re-apply with the District to operate AISICS, which application was submitted for consideration by the District on July 14, 2009, and was approved by the District on September 29, 2009;

WHEREAS, consistent with the understanding of the parties, as evidenced by the grant application and other documentation, the parties now desire to formally assign all rights, interests and obligations for the operation of AISICS in the District to Arco Iris;

WHEREAS, the Recitals set forth above are contractual and are to be considered to be part of this Agreement and to be construed to effectuate this Agreement.

NOW, THEREFORE, IN CONSIDERATION OF THE FOREGOING, OF THE MUTUAL PROMISES HEREINAFTER SET FORTH, AND OF OTHER GOOD AND VALUABLE CONSIDERATION, THE RECEIPT AND SUFFICIENCY OF WHICH ARE HEREBY ACKNOWLEDGED, THE PARTIES, INTENDING TO BE LEGALLY BOUND, HEREBY AGREE AS FOLLOWS:

AGREEMENT

1. ASSIGNMENT AND ASSUMPTION

HMO hereby assigns all of its rights, interests and obligations relating to the operation of AISICS in the District to Arco Iris, and Arco Iris hereby assumes all of the rights, interests and obligations relating to the operation of AISICS in the District. This assignment and assumption is limited to the operation of AISICS' physical location within the District's boundaries, and does not prohibit or limit HMO from pursuing the operation of a charter school in another school district using the same, similar or different educational model than the educational model that will be used for the operation of AISICS.

2. LICENSE

EL MT

HMO hereby grants Arco Iris an irrevocable, non-exclusive, ~~royalty-free~~ license to use the name Arco Iris for the operation of AISICS in the District.

3. CONSULTING SERVICES

Nothing in this Agreement shall be construed to limit or otherwise restrict any of the individuals involved in HMO or Arco Iris from providing paid or unpaid consulting services to other charter school organizations.

4. GENERAL PROVISIONS

4.1 **Notice**. As the terms "notice" or "notices" are used herein as between the parties, such term shall mean a written document, explaining in reason for the notice, and the same shall be mailed by United States Postal Service via certified mail, return receipt requested, or by courier, Federal Express, Express Mail, or similar reputable service which shall obtain signature of receipt, and addressed to the party's last known address. Such notice shall be deemed to have been given on the date placed in the U.S. Mail or into the hands of a courier (described above), whether actually received by the addressee or not. The parties shall, as a matter of convenience and courtesy, send each party receiving notice a copy of said notice by facsimile or electronic means, but such notifications shall not be deemed lawful "notice" as required hereby. The parties shall furnish to the other party any change of address by written notice.

4.2 **Negation of Agency and Partnership**. The parties acknowledge that their relationship is that of independent contracting parties and this Agreement does not create a general agency, joint venture, or partnership between them.

4.3 **Counterparts; Execution by Facsimile**. This Agreement may be executed in several counterparts, each of which shall be an original, but all of which shall constitute but one and the same Agreement. Delivery of an executed copy of this Agreement by telecopy, telex or other means of electronic communication producing a printed copy will be deemed to be an execution and delivery of this Agreement on the date of such communication by the parties so delivering such a copy. The party so delivering such a copy via electronic communication shall deliver an executed original of this agreement to the other party within one (1) week of the date of delivery of the copy sent via electronic communication.

4.4 **Choice of Law and Choice of Forum**. The validity of this Agreement and the rights, obligations, and relations of the parties hereunder shall be construed and determined under and in accordance with the substantive laws of the State of Oregon, without regard to its principles of conflicts of law. Any action, suit, or proceeding arising from or relating to this Agreement as to any matter not subject to arbitration or with respect to any arbitration

proceeding or award will not be commenced except in the appropriate court (state or federal) in the City of Portland, State of Oregon. The parties expressly consent to jurisdiction of such court.

4.5 **Entire Agreement**. This Agreement and the Recitals constitute the entire agreement between the parties, integrate all of the terms and conditions mentioned herein or incidental hereto, and supersede all negotiations or previous agreements between the parties or their predecessors in interest with respect to all or any part of the subject matter hereof.

IN WITNESS WHEREOF, the parties have executed this Agreement effective as of the day and year first above-written.

"HMO"

HELPING MINDS ORGANIZATION

[redacted]

Isabel Lainez, Authorized Representative

"ARCO IRIS"

ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL

[redacted]

Mary Taylor, President

EXHIBIT H

English as a Second Language Program

1. MISSION

Arco Iris's ESL program must ensure that all Arco Iris ELL Students become proficient in listening, speaking, reading, and writing in English so they can achieve the same high academic standards required of District students.

2. VISION

Arco Iris's ESL program must ensure that all ELL Students become actively engaged, well informed, articulate citizens confident in their abilities to participate in the democratic process.

3. OUTCOMES

Arco Iris's ESL program must meet the District's goals for student language skill and proficiency learning outcomes. Arco Iris understands that each ELL Student must acquire social language skills and develop academic language proficiency in order to succeed. Arco Iris's ESL program must required each ELL Student to demonstrate proficiency in the four domains of English: reading, writing, speaking, and listening, as measured by a variety of formal and informal assessments implemented by the District. ELL Students must demonstrate proficiency in conversational fluency, academic language, literacy, and grammar in order to perform language functions in academic and social settings.

4. REQUIRED COMPONENTS

The ESL program implemented by Arco Iris must be sufficient to entitle each eligible ELL Student to an additional 0.5 ADMw in funding. Additionally, Arco Iris's ESL program must conform, in all respects, with the requirements of state and federal law and the District's ESL policies and procedures. Arco Iris's ELL program must include the following components:

4.1 Identification. All eligible ELL Students must be indentified in accordance with federal and state requirements. Arco Iris will use the following process to identify eligible ELL Students:

4.1.1 Prior to admission of any student to Arco Iris, each student's parent or guardian must complete an admission packet which includes a Home Language Survey.

4.1.2 If a language other than, or in addition to, English is listed on the Home Language Survey, unless the student's limited English proficiency status at the District or another district can be documented, Arco Iris shall administer an English proficiency assessment to such student. The English proficiency assessment shall be the same assessment used by the District in

its schools and timing of such assessment shall conform to the timing required of District schools and federal and state requirements.

4.1.3 Based on the results of the English proficiency assessment, using standards consistent with District standards, eligible ELL Students will be placed in an appropriate English Language Development ("ELD") program and will be provided access to academic content.

4.2 Placement. Arco Iris staff or administrators will determine the appropriate grade level for each ELL Student in accordance with District guidelines and in compliance with all applicable laws. Arco Iris staff or administrators will work with the District's English Language Learner Education Department to review the student's English proficiency assessment results, prior education records (e.g. transcripts or grade reports), and other information and evaluate the student's age, grade level, overall educational background, interests, native language skills, and English proficiency, to determine the appropriate academic classes for each ELL Student. Each ELL Student must have access to all educational programs and will have a personalize educational plan.

4.3 English Language Development and Access to Academic Content.

4.3.1 Arco Iris must provide each ELL Student with special services in development of English proficiency in speaking, listening, reading, and writing. Typical models of ESL services include ESL Pull Out, ESL class period, and other ELD-based instructional models. The major ELD components include:

(a) The grammatical tools needed to create organized patterns of the English language used for social and academic communication, reading, speaking, writing, and cognitive processes. This component of ELD is known as "forms" and examples include syntax, parts of speech, subject/verb agreement, and conjunctions.

(b) Tasks or purposes of uses of English language in both social and academic settings. This component of ELD is known as "functions" and examples include summarizing, comparing and contrasting, describing people and happenings, and basic English language structure.

(c) Accuracy, ease, and flexibility in the use of all aspects of the English language. This component of ELD is known as "fluency" and examples include flow and speed of speech, listening for accuracy and normal speech, reading with accuracy and speed, and writing in correct and accurate English.

(d) Basic and accurate use of English language vocabulary in both social and academic settings. This component of ELD is known as "vocabulary" and examples include learning multiple meanings of basic English words, complex word structures, flexible use of English words, and rules of English vocabulary.

4.3.2 Arco Iris must provide each ELL Student with access to academic content in all subject matters through sheltered or differentiated instruction, primary language instruction, or bilingual instruction. Sheltered or differentiated instruction focuses on content

and uses many strategies, including, but not limited to, visual aides, building background knowledge, use of repetition, and avoidance of highly idiomatic usage of the English language. Sheltered or differentiated instruction may also require teachers to check for comprehension more often. The goal of sheltered or differentiated instruction is to make grade level content curriculum such as math, science, social studies, reading, and writing accessible to all ELL Students.

4.4 Reclassification. To be exited from the ESL program, an eligible ELL Student must meet English proficiency standards established by the District. Currently, the District's standards provide that an ELL Student who receives a score of 5 on the English Language Proficiency Assessments (ELPA) and who has shown continuous progress from year to year will be exited from the ESL program. However, an ELL Student with a score of 4 can be exited from the ESL program if Arco Iris's staff, teachers, and/or administrators believe the student can be successful in mainstream education and a portfolio of evidence has been gathered to show the student's English proficiency.

4.5 Monitoring. Arco Iris staff and administrators will monitor all exited ELL Students , while such student remains enrolled at Arco Iris, for two years following the student's exit from the ESL program, especially monitoring for any language related learning difficulties for the student. Arco Iris must provide special services to any exited Arco Iris ELL Student who fails or is at risk of failing academic programs during the two-year monitoring period.

5. TRANSLATED MATERIALS

Arco Iris shall translate its enrollment materials, website, handbooks and communications materials into Spanish and into any other language required by law or District policies. Additionally, Arco Iris will provide registration assistance in Spanish to all Spanish speaking families, and will provide registration services in other languages to the extent required by law or District policies.

6. COOPERATION

Although the responsibility to provide required services to ELL Students remains solely with Arco Iris, the District will serve, to the extent it deems reasonable, as a resource to provide advisory services to Arco Iris with respect to identification, determining placement, reclassification, monitoring of ELL Students, and other ESL program related areas. In the event Arco Iris desires to utilize services of the District outside of the scope of the District's advisory role, the District must agree in writing to provide such services and Arco Iris and the District must first agree upon the price Arco Iris must pay for such services. To the extent possible, the District shall make available to AISICS teachers and staff, ESL training that is available to District teachers and staff, except that AISICS shall reimburse the District for any additional costs it incurs by any AISICS teachers or staff attending any such training. Arco Iris will cooperate with the District and provide it with any information it reasonably requests related to Arco Iris's ESL program, including information the District needs or desires for reporting to third parties.

7. TEACHER REQUIREMENTS

All Arco Iris ESL program teachers must be highly-qualified and have an ESOL endorsement. Teachers in academic content classes are not required to be highly-qualified ESL teachers or to have an ESOL endorsement. All Arco Iris teachers, regardless of whether they are assigned to the ESL program, will participate in ongoing professional development related to teaching ELL Students, including training with respect to sheltered instruction and sheltered instruction observation protocol (SIOP).

EXHIBIT I

AISICS's Articles of Incorporation

0233604 91

FILED
AUG 13 2009
OREGON
SECRETARY OF STATE

ARTICLES OF INCORPORATION
OF
ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL

ARTICLE I

The name of this nonprofit corporation is Arco Iris Spanish Immersion Charter School.

ARTICLE II

This Corporation is a public benefit corporation.

ARTICLE III

The Corporation shall have no members.

ARTICLE IV

The Corporation is organized for the following purposes:

A. To establish, conduct, manage and maintain a public charter school pursuant to ORS Ch. 338 within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986; and

B. To provide one-way Spanish immersion education to elementary and middle school-aged children within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986; and

C. To engage in any lawful activity for which corporations may be organized under Oregon laws, none of which is for profit, and within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986; and

D. Notwithstanding any other provision in this Article IV, the corporation is organized exclusively for educational purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986.

ARTICLE V

The limitations on the Corporation include:

A. The Corporation shall have no capital stock, and no part of its net earnings shall inure to the benefit of any director, officer, or member of the Corporation, or any private individual;

B. No director or officer of the Corporation nor any private individual shall be entitled to assets upon dissolution of the Corporation or winding up its affairs.

C. Upon the dissolution of the Corporation, the board of directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, and after distribution all assets that were purchased with public funds to the Oregon State Board of Education pursuant to ORS 338.105(6), dispose of all of the assets of the Corporation exclusively for the purposes of

the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization by the Internal Revenue Code of 1986, or organizations exempt under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law), as the board of directors shall determine. Any such assets not so disposed of shall be disposed of by the Circuit Court of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

D. Notwithstanding any other provisions of these Articles, the Corporation shall not conduct or carry on activities not permitted to be conducted or carried on by an organization exempt under Section 501(c)(3) of the Internal Revenue Code as now stated, or as it may be hereafter amended.

ARTICLE VI

To the fullest extent permitted by the Oregon Nonprofit Corporation Act, no trustee, director or officer of the Corporation shall be personally liable to the Corporation or its members, if any, for monetary damages for conduct as a trustee, director or officer. Without limiting the generality of the foregoing, if the provisions of the Oregon Nonprofit Corporation Act are amended after this Article VI becomes effective, to authorize corporate action further eliminating or limiting the personal liability of trustees, directors or officers of the Corporation, then the liability of trustees, directors and officers of the Corporation shall be eliminated or limited to the fullest extent permitted by the Oregon Revised Statutes, as so amended. No amendment or repeal of this Article VI, nor the adoption of any provision of these Articles inconsistent with this Article VI, nor a change in the law, shall adversely affect any right or protection that is based upon this Article VI and pertains to conduct that occurred prior to the time of such amendment, repeal, adoption or change. No change in the law shall reduce or eliminate the rights and protections set forth in this Article VI unless the change in law specifically requires such reduction or elimination.

ARTICLE VII

A. The Corporation shall indemnify, to the fullest extent permitted by the Oregon Nonprofit Corporation Act, any person who has been made, or is threatened to be made, a party to an action, suit, or proceeding, whether civil, criminal, administrative, investigative, or otherwise (including an action, suit or proceeding by or in the right of the Corporation) by reason of the fact that the person is or was a director, trustee, officer, employee or agent of the Corporation, or a fiduciary within the meaning of the Employee Retirement Income Security Act of 1974 with respect to an employee benefit plan of the Corporation, or serves or served at the request of the Corporation as a director, trustee, officer, employee or agent, or as a fiduciary of an employee benefit plan of another corporation, partnership, joint venture, trust, or other enterprise.

B. In addition, the Corporation shall pay for or reimburse any reasonable expenses incurred by such persons who are parties to such proceedings, in advance of the final disposition of such proceedings, to the full extent permitted by the Oregon Nonprofit Corporation Act.

C. Indemnification provided hereunder shall continue to cover any director, officer, trustee, employee or agent after such person ceases to serve in said capacity and shall inure to the benefit of such person's heirs, executors and administrators.

D. The right to indemnification conferred by this Article VII shall be considered a contract right between the Corporation and any such person entitled to indemnity hereunder.

ARTICLE VIII

The Board of Directors shall consist of at least three members. The number of directors shall be determined as specified or fixed in accordance with the bylaws. A director shall serve until a successor is elected and duly qualified.

ARTICLE IX

The affairs of the Corporation shall be managed by a Board of Directors which shall be constituted and have such powers as provided for in the bylaws. The power to amend, modify or repeal the Corporation's bylaws are reserved exclusively to the Corporation's directors as provided for in the bylaws.

ARTICLE X

The name of the registered agent for the Corporation is Matthew D. Lowe. The street address of the registered agent is O'Donnell Clark & Crew LLP, Fremont Place II, Suite 302, 1650 NW Naito Parkway, Portland, Oregon 97209.

ARTICLE XI

The principal office address of the Corporation is 11815 SW Terra Linda Street Beaverton, OR 97005.

ARTICLE XII

The name and address of the incorporator of the Corporation is: Matthew D. Lowe, Esq., O'Donnell Clark & Crew LLP, Fremont Place II, Suite 302, 1650 NW Naito Parkway, Portland, Oregon 97209.

ARTICLE XIII

The address to which the Secretary of State may mail notices is 11815 SW Terra Linda Street Beaverton, OR 97005.

[redacted]

Matthew D. Lowe, Incorporator

Person to contact about this filing:
Matthew D. Lowe, Esq.
O'Donnell Clark & Crew LLP
Fremont Place II, Suite 302,
1650 NW Naito Parkway,
Portland, Oregon 97209
(503) 306-0224

EXHIBIT J

AISICS's Bylaws

BYLAWS
OF
ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL

ARTICLE I. PURPOSES

Section 1. **Purposes.** The purposes for which this corporation is organized are:

A. To establish, conduct, manage and maintain a public charter school pursuant to ORS Ch. 338 within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986; and

B. To provide one-way Spanish immersion education to elementary and middle school-aged children within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986; and

C. To engage in any lawful activity for which corporations may be organized under Oregon laws, none of which is for profit, and within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986; and

D. Notwithstanding any other provision in this Article I, the corporation is organized exclusively for educational purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986.

Section 2. **Offices.** The principal office of the corporation shall be located in the state of Oregon. The corporation may have such other offices, either within or without the state of Oregon, as the board of directors may determine or as the affairs of the corporation require from time to time.

ARTICLE II. MEMBERS

The corporation shall have no members.

ARTICLE III. BOARD OF DIRECTORS

Section 1. **General Powers.** The business affairs of the corporation shall be managed by its board of directors. The board shall administer the finances of the corporation and shall have the sole authority to appropriate money.

Section 2. **Number and Tenure**

A. Unless otherwise determined by the board of directors, there shall be no fewer than three (3) and not more than five(5_) members of the board.

B. A director will serve until a successor is elected and qualified. Except for designated or appointed directors, the term of each director shall be two (_2) years which upon the election of new directors to the board shall be staggered so that the term of no fewer than one (1) director and no more than two (_2) directors will expire in any given year. The board of directors may shorten any director's term by resolution as may be necessary to stagger the terms of directors as provided for under these bylaws. Directors may be elected for successive terms.

C. The number of directors may be increased or decreased from time to time by resolution of the board of directors. No decrease in numbers shall have the effect of shortening the term of any director. In the event that the number of directors is increased and new directors are appointed, the term will extend to the next annual meeting of the directors.

Section 3. **Election of Directors**. Directors shall be elected annually by a majority vote of a quorum of the board of directors then in office. Prospective director(s) may be nominated to serve on the board of directors by current and past board of directors. Prospective directors nominated in this manner shall be subject to review and election to the board of directors by the then-existing board of directors at a meeting of the board of directors called for such purpose. Notwithstanding this method of nominating and election directors, the board of directors may fill any vacancy on the board of directors pursuant to Article III, Section 11 of these Bylaws.

Section 4. **Qualifications of Directors**. All directors must be individuals.

Section 5. **Regular Meetings**. Regular meetings of the board of directors, shall be held at the time and place appointed by the board of directors. All regular meetings of the board of directors shall be held without other notice to directors than this bylaw and a resolution of the board of directors establishing the specific date on which the meeting shall be held. Unless changed by the board of directors, the regular annual meeting shall be held at the principal office of the corporation. The board of directors may provide by resolution another time or place within the state of Oregon for the holding of regular meetings without other notice than such resolution. If the day fixed for the regular meeting shall be a legal holiday in the state of Oregon, such meeting shall be held on the next succeeding business day.

Section 6. **Special Meetings**. Special meetings of the board of directors may be called by or at the request of the president, the presiding officer of the board of directors, or twenty percent of the directors then in office. The person or persons authorized to call special meetings of the board may fix any place within the state of Oregon as the place for holding any special meeting of the board called by them.

Section 7. **Notice to Directors**. Notice of the time and place of any special meeting of the board of directors shall be delivered at least two (2) days previously thereto by written notice delivered personally or sent by mail to each director at his/her

address as shown by the records of the corporation. To the extent allowed by law, notice of a special meeting of the board of directors may be fulfilled by electronic mail or such other form of computer communication whereby directors either directly or indirectly receive notice of the meeting. If mailed, such notice shall be deemed to be delivered on the earlier of when the notice is received or five (5) days after being deposited in the United States mail in a postage prepaid, sealed envelope appropriately addressed to said director. Any director may waive notice of any meeting. The attendance of a director at any meeting shall constitute a waiver of notice for such meeting, except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the purpose of, nor the business to be transacted at, any regular or special meeting of the board need be specified in the notice or waiver of notice of such meeting, unless specifically required by law, by the articles, or by these bylaws.

Section 8. **Compliance with Public Meetings Law.** Notwithstanding any other notice and/or meeting requirement set forth in these Bylaws, the corporation shall fully comply with all the requirements set forth in Oregon's Public Meetings Law, ORS 192.610 – 690, when meeting on issues relating to operation of the public charter school operated by the corporation.

Section 9. **Quorum.** A majority of the directors in office immediately before a meeting begins shall constitute a quorum for the transaction of business at any meeting of the board. If there is not a quorum at any said meeting, a majority of the directors present may adjourn the meeting from time to time without further notice other than announcement at the meeting, until a quorum shall be present.

Section 10. **Manner of Acting.** The act of a majority of the directors present in person at a meeting at which a quorum is present shall be the act of the board of directors, unless the act of a greater number is required by law, by the articles, or by these bylaws.

Section 11. **Vacancies and Removal**

A. A vacancy on the board of directors shall exist upon the death, resignation or removal of any director.

B. All or any number of directors may be removed, with or without cause, at a meeting called expressly for that purpose by a majority vote of the members present. Absence of any elected director from three consecutive meetings of the board of directors without an excuse deemed valid by the board of directors may be considered as cause for removal.

C. Any director may resign at any time by giving written notice to the board of directors, the president or the secretary of the corporation. Except as otherwise provided by law, any such resignation shall take effect upon the receipt of such notice or at any later time specified therein. Unless otherwise specified in

the notice, the acceptance of such resignation shall not be necessary to make it effective. In the event the resignation of a director is tendered to take effect at a future time, a successor may be appointed to take office when the resignation becomes effective.

D. Vacancies on the board of directors and any directorship to be filled by reason of an increase in the number of directors may be filled by a majority of the remaining directors though less than a quorum, or by a sole remaining director. Each director so elected shall hold office for the balance of the unexpired term of his/her predecessor and until his/her qualified successor is elected and accepts office.

Section 12. **Compensation**. Directors as such shall not receive any stated salaries for their services, but by resolution of the board of directors, each director may be reimbursed for reasonable and necessary expenses incurred in discharging his or her duties as a director and in furtherance of the purposes of this corporation; but nothing herein contained shall be construed to preclude any director from serving the corporation in any other capacity and receiving compensation therefore.

Section 13. **Action Without a Meeting**. Subject to the requirements of Oregon's Public Meetings Law, any action required by law to be taken at a meeting of directors, or any action which may be taken at a meeting of directors, may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all of the directors. Such consent shall have the same force and effect as a unanimous vote.

Section 14. **Telephone Meetings**. Members of the board of directors, or any committee designated by the board of directors, may participate in a meeting of the board of directors, or any committee, by means of conference telephone or similar communications equipment by means of which all persons in the meeting can hear each other, and such participation in a meeting shall constitute presence in person at the meeting.

Section 15. **Conflicts of Interest**

A. A transaction in which a director of this corporation has a conflict of interest may be approved:

(1) By the vote of the board of directors or a committee of the board of directors if the material facts of the transaction and the director's interest are disclosed or known to the board of directors or a committee of the board of directors; or

(2) By obtaining approval of the:

(a) Oregon Attorney General; or

(b) The circuit court in an action in which the Oregon Attorney General is joined as party.

B. A conflict of interest transaction is a transaction with the corporation in which a director of the corporation has a direct or indirect interest. A conflict of interest transaction is not voidable or the basis for imposing liability on the director if the transaction is fair to the corporation at the time it was entered into or is approved as provided in Subsection A of the Section.

C. For the purposes of this Section, a director of the corporation has an indirect interest in a transaction if:

(1) Another entity in which the director has a material interest or in which the director is a general partner is a party to the transaction; or

(2) Another entity of which the director is a director, officer or trustee is a party to the transaction, and the transaction is or should be considered by the board of directors of the corporation.

D. For purposes of subsection A of this Section, a conflict of interest transaction is authorized, approved or ratified if it receives the affirmative vote of a majority of the directors on the board of directors or on the committee who have no direct or indirect interest in the transaction. A transaction may not be authorized, approved or ratified under this Section by a single director. If a majority of the directors who have no direct or indirect interest in the transaction vote to authorize, approve or ratify the transaction, a quorum is present for the purpose of taking action under this Section. The presence of, or a vote cast by, a director with a direct or indirect interest in the transaction does not affect the validity of any action taken under subparagraph A(1) of this Section if the transaction is otherwise approved as provided in subsection A of this Section.

E. For purposes of subparagraph A(2) of this Section, a conflict of interest transaction is authorized, approved or ratified by the members if it receives a majority of the votes entitled to be counted under this subsection. Votes cast by or voted under the control of a director who has a direct or indirect interest in the transaction, and votes cast by or voted under the control of an entity described in subsection C of this Section may be counted in a vote of members to determine whether to authorize, approve or ratify a conflict of interest transaction under subparagraph A(2) of this Section. A majority of the members, whether or not present, that are entitled to be counted in a vote on the transaction under this subparagraph constitutes a quorum for the purpose of taking action under this Section.

ARTICLE IV. OFFICERS

Section 1. **Officers.** The officers of the corporation shall be a president, secretary and treasurer, each of whom shall be appointed by the board of directors. Such other officers and assistant officers, including a chairman of the board, may be appointed by the board of directors. Any two or more offices may be held by the same person. Except for the positions of president and secretary, the board may choose not to fill any of the other officer positions for any period.

Section 2. **Appointment and Term of Office.** The officers of the corporation shall be appointed annually by the board of directors at the regular annual meeting of the board of directors. If the appointment of officers shall not be held at such meeting, such appointment shall be held as soon thereafter as conveniently may be. New offices may be created and filled at any meeting of the board of directors. Each officer shall hold office until a successor has been duly appointed and qualified, or until his/her death, or until he/she shall resign or shall be removed in the manner hereinafter provided. An officer may resign upon ten (10) days written notice.

Section 3. **Vacancies and Removal**

A. A vacancy in any office because of death, resignation, removal, disqualification or any other cause may be filled by the board of directors.

B. Any officer, assistant officer, or agent appointed by the board of directors may be removed by the board of directors at any time, with or without cause; but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

Section 4. **Compensation.** The salaries and other compensation of all officers, assistant officers, and agents of the corporation shall be fixed by the board of directors, unless provided otherwise by statute, the articles of incorporation, or these bylaws.

Section 5. **President.** The president shall be the principal executive officer of the corporation and the chairman of the board of directors. Subject to the control of the board of directors, the president shall in general supervise and control all of the business and affairs of the corporation. The president shall, when present, preside at all meetings of the board of directors. The president may sign, with the secretary or any other proper officer of the corporation thereunto authorized by the board of directors, any deeds, mortgages, bonds, contracts, or other instruments which the board of directors has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the board of directors or by these bylaws to some other officer or agent of the corporation, or shall be required by law to be otherwise signed or executed; and, in general, shall perform all duties incident to the office of president and such other duties as may be prescribed by the board of directors from time to time.

Section 6. **Vice President(s).** In the absence of the president or in the event of his/her death, inability or refusal to act, the vice president (or in the event there shall be more than one vice president, the vice presidents in the order designated at the time of their appointment, or in the absence of any designation then in the order of their appointment), if there be such an office, shall perform the duties of the president, and when so acting shall have all the powers of and be subject to all the restrictions upon the president; and shall perform such other duties as from time to time may be assigned to him/her by the president or by the board of directors.

Section 7. **Secretary.** The secretary shall: (a) prepare the minutes of the board of directors' meetings and keep them in one or more books provided for that purpose; (b) authenticate such records of the corporation as shall from time to time be required; (c) see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; (d) be custodian of the corporate records and of the seal of the corporation, if any, and see that the seal of the corporation, if any, is affixed to all documents the execution of which on behalf of the corporation under its seal is duly authorized; (e) keep a register of the post office address of each director; and (f) in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to him/her by the president or the board of directors.

Section 8. **Treasurer.** If required by the board of directors, the treasurer shall give a bond for the faithful discharge of his/her duties, in such sum and with such surety or securities as the board of directors shall determine. He/she shall: (a) have charge and custody of and be responsible for all funds and securities of the corporation; receive and give receipts for money due and payable to the corporation from any source whatsoever, and deposit all such money in the name of the corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of Article V of these bylaws; and (b) in general perform all of the duties incident to the office of treasurer and such other duties as from time to time may be assigned to him/her by the president or the board of directors.

Section 9. **Other Officers.** Other officers, assistant officers, or agents appointed by the board of directors shall exercise such powers and perform such duties as shall be determined from time to time by the board of directors, except such duties as shall be exclusively delegated to the board of directors by statute, the articles of incorporation, or these bylaws. Unless otherwise specified by the board of directors, any assistant secretary or assistant treasurer shall have authority to exercise any powers delegated to them from the secretary or treasurer, respectively, and in the absence of the secretary or treasurer shall assume all powers and discharge all duties ordinarily exercised by such absent officer.

Section 10. **Budget.** If the board of directors shall require, the budget and finance committee may, at such time as the board of directors may designate, prepare and submit an annual budget for discussion and approval by the board of directors.

ARTICLE V. SHARES OF STOCK AND DIVIDENDS PROHIBITED

The corporation shall not have or issue shares of stock. No dividend shall be paid and no part of the income of the corporation shall be distributed to its directors or officers. The corporation may pay compensation in a reasonable amount to its directors or officers for services rendered as provided by the articles, other provisions of these bylaws, or resolution of the board of directors.

ARTICLE VI. LOANS TO DIRECTORS AND OFFICERS PROHIBITED

No loan shall be made by the corporation to its directors or officers. The directors of the corporation who vote for or assent to the making of a loan to a director or officer of the corporation, and any officer or officers participating in the making of such loan, shall be jointly and severally liable to the corporation for the amount of such loan until the repayment thereof.

Any director against whom a claim shall be asserted under or pursuant to this Article VI shall be entitled to contribution from the other directors who voted for the action upon which the claim is asserted. To the extent that any director is required to pay such claim, he/she shall be subrogated to the rights of the corporation against the debtor on the loan.

ARTICLE VII. COMMITTEES

Section 1. **Committees of Directors**. The board of directors, by resolution adopted by a majority of the directors in office, may designate and appoint one or more committees. Each duly designated and appointed committee shall consist of one or more directors, which committees, to the extent provided in said resolution, shall have and exercise the authority of the board of directors in the management of the corporation and shall carry out such responsibilities and functions as are assigned to it by the board of directors, except those items prohibited by ORS 65.354. The designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the board of directors or any individual director of any responsibility imposed upon him or her by law.

Section 2. **Limits on Authority of Committees**. No committee, including the executive committee, may do any of the following:

A. authorize distributions;

B. approve or recommend to members dissolution, merger or the sale, pledge or transfer of all or substantially all of the Association's assets;

C. elect, appoint or remove directors or fill vacancies on the board or on any of its committees; or

D. adopt, amend or repeal the articles or bylaws.

Section 3. **Term of Office**. Each member of a committee shall continue as such until the next regular annual meeting of the directors of the Association and until his/her successor is appointed, unless the committee shall be sooner terminated, or unless such member be removed from such committee, or unless such member shall cease to qualify as a member thereof.

Section 4. **Chair**. One member of each committee shall be appointed chair by the person or persons authorized to appoint the members thereof.

Section 5. **Vacancies**. Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 6. **Quorum**. Unless otherwise provided in the resolution of the Board of Directors designating a committee and except as provided in Section 1, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee. At least one of the committee members present must then be a member of the board of directors.

Section 7. **Rules**. Each committee may adopt rules for its own government not inconsistent with these bylaws or with rules adopted by the board of directors.

Section 8. **Other Committees**. Other committees not having and exercising the authority of the board of directors in the management of the corporation may be appointed in such manner as may be designated by a resolution adopted by a majority of the directors present, and shall not be subject to the provisions of the Oregon Nonprofit Corporation Act governing meetings, action without meetings, notice and waiver of notice, and quorum and voting requirements of the board of directors. The board of directors may, from time to time, request such committees to provide the board with a full and complete report when required.

ARTICLE VIII. CONTRACTS, LOANS, CHECKS, DEPOSITS

Section 1. **Contracts**. The board of directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation and such authority may be general or confined to specific instances.

Section 2. **Loans**. No loans shall be contracted on behalf of the corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the board of directors. Such authority may be general or confined to specific instances.

Section 3. **Checks, Drafts, Etc.** All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness, issued in the name of the corporation shall be signed by such officer or officers, agent or agents of the corporation and in such manner as shall from time to time be determined by resolution of the board of directors.

Section 4. **Deposits.** All funds of the corporation not otherwise employed shall be deposited from time to time to the credit of the corporation in such banks, trust companies or other depositories as the board of directors may select.

ARTICLE IX. BOOKS AND RECORDS

Section 1. **Books and Records.** The corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its board of directors and committees having any of the authority of the board of directors, and shall keep at its registered or principal office a record giving the names and addresses of the directors entitled to vote. All books and records of the corporation may be inspected by any director, or his/her agent or attorney, for any proper purpose at any reasonable time.

Section 2. **Financial Statements.** At the close of each taxable year the directors shall engage an accountant to prepare a financial statement for the corporation.

Section 3. **Annual Audit.** The corporation shall have an annual audit of the accounts of the charter school prepared in accordance with Oregon's Municipal Audit Law.

ARTICLE X. FISCAL YEAR

The fiscal year of the corporation shall begin on the first day of July and end on the last day of June of each year.

ARTICLE XI. WAIVER OF NOTICE

Whenever any notice is required to be given under the provisions of the Oregon Nonprofit Corporation Act or under the provisions of the articles of incorporation or the bylaws of the corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE XII. AMENDMENTS TO BYLAWS

These bylaws may be altered, amended or repealed and new bylaws may be adopted by a majority of the directors present at any regular meeting or special meeting, if written notice is given of the intention to alter, amend or repeal or to adopt new bylaws at such meeting.

ARTICLE XIII. HEADINGS

The headings contained in these bylaws are for convenience only and shall not in any way affect the meaning or interpretation of these bylaws.

ARTICLE XIV. INDEMNIFICATION OF OFFICERS, DIRECTORS, EMPLOYEES, AND AGENTS

The corporation shall indemnify, to the fullest extent permitted by the Oregon Nonprofit Corporation Act, any person who has been made, or is threatened to be made, a party to an action, suit, or proceeding, whether civil, criminal, administrative, investigative, or otherwise (including an action, suit or proceeding by or in the right of the corporation) by reason of the fact that the person is or was a director, trustee, officer, employee or agent of the corporation, or a fiduciary within the meaning of the Employee Retirement Income Security Act of 1974 with respect to an employee benefit plan of the corporation, or serves or served at the request of the corporation as a director, trustee, officer, employee or agent, or as a fiduciary of an employee benefit plan of another corporation, partnership, joint venture, trust, or other enterprise.

In addition, the corporation shall pay for or reimburse any reasonable expenses incurred by such persons who are parties to such proceedings, in advance of the final disposition of such proceedings, to the full extent permitted by the Oregon Nonprofit Corporation Act.

Indemnification provided hereunder shall continue to cover any director, officer, trustee, employee or agent after such person ceases to serve in said capacity and shall inure to the benefit of such person's heirs, executors and administrators.

The right to indemnification conferred by this Article XIV shall be considered a contract right between the corporation and any such person entitled to indemnity hereunder.

ARTICLE XV. NONDISCRIMINATION POLICY

The corporation adopts the following nondiscrimination policy:
Arco Iris adheres to a policy of racial nondiscrimination in the admission of students. It admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at Arco Iris.

I, Dani Siver, as secretary of Arco Iris Spanish Immersion Charter School, do hereby certify the foregoing to be the bylaws of said corporation, as adopted by the board of directors, at a meeting held on the 9th day of November, 2009.

[redacted]

11-1-09, Board Secretary

Arco Iris Spanish Immersion School

CURRICULM DIRECTOR

GOALS

- **Ensure that all students meet the approved curriculum and mission of the school.**
- **Achieve academic excellence in Spanish, Math and English.**
- **Promote bilingualism and multiculturalism.**

Function and Responsibilities

1. **Design, develop and implements academic programs (Spanish curriculum and English curriculum)**
2. **Prepare and present to the Management Team the instructional schedule.**
3. **Develop and implement Learning Targets for the school; communicate these out to the staff and parent community so everyone is in alignment with student achievement goals.**
4. **Supervise the instructional programs of the school, evaluating lesson plans and observing classes (teaching, as duties allow) on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development.**
5. **Design and implement an effective system of evaluation and selection of instructional materials and equipment, and propose it to the Management Team for its approval.**
6. **Develop and propose to the Management Team professional development programs that match school and individual goals to ensure continuous professional growth.**
7. **Ensure excellence in teaching and learning.**
8. **Supervise procedures for identifying and addressing to the Management Team any special education needs of students.**
9. **Generate public support for the school's program and education in general.**
10. **Use technology effectively for administrative, instructional and communications functions.**
11. **Promote high standards and expectations for all students and staff for academic performance.**
12. **Establish a professional rapport with students and with staff that has their respect. Display the highest ethical and professional behavior and standards when working with students, parents and school personnel. Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning,**

accepting responsibility, and demonstrating pride in the education profession. Encourage all teachers to do the same.

13. **Notify immediately the Management Team when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or students appearing to be under the influence of alcohol or controlled substances.**
14. **Keep the Management team advised of employees not meeting their contractual agreement dealing with academic goals.**
15. **Keep the staff informed and seek ideas for the improvement of the school: weekly meetings for full-time staff, monthly staff meeting.**
16. **Post the master schedule for all teachers.**
17. **Supervise the schedules and procedures for the supervision of students in non-classroom areas (including before and after school).**
18. **Maintain visibility with students, teachers, parents, and the Board.**
19. **Use effective presentation skills when addressing students, staff, parents, and the community, including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.**
20. **Use excellent written and oral skills when communicating with students, parents and teachers.**
21. **Complete in a timely fashion all records and reports as requested by the Board. Provide quarterly student grade reports to parents. Establish and design the ways to report student progress (assessment systems)**
22. **Communicate with the Management Team regularly about the needs, successes and general academic and cultural activities.**
23. **Follow the established procedures for the safe storing and integrity of all public and confidential school records. Ensure that student records are complete and current.**
24. **Protect confidentiality of records and information gained as part of exercising professional duties and use of discretion in sharing such information within legal confines.**
25. **Supervise the exclusion from school of any pupil who shows departure from normal health, who has been exposed to a communicable disease, or whose presence may be detrimental to the health and cleanliness of other pupils. Assure that excluded pupil's parents or guardians are apprised of the reasons for exclusion.**
26. **Attend required committee meetings (fund-raising, curriculum, etc.) and extra sponsored functions and events).**
27. **Perform any duties that are within the scope of employment and certifications, as assigned by the Board and not otherwise prohibited by law or in conflict with contract.**

Sloan J. Presidio, Ed.D. **spresidio@ttsd.k12.or.us**
[redacted]

EDUCATION

Doctorate of Education, Educational Policy & Leadership, University of Oregon, 2010
Juris Doctor, University of Oregon School of Law, 2005
Master of Education, Educational Administration & Policy, University of Oregon, 2001
Bachelor of Arts, Fine Arts, University of California-Los Angeles, 1994 (*Magna Cum Laude*)

PROFESSIONAL EXPERIENCE

Director of Educational Programs 2010-Present
Tigard-Tualatin School District 23J, Tigard, OR

Member of superintendent's cabinet responsible for directing, coordinating, and supervising the educational program, day-to-day operations, fiscal resources, and community relations of the district's secondary education program. Additionally responsible for supervising Federal programs (i.e., Title I, Title III, Title VII, & Title X), ELL, TAG, athletics, charter schools, and alternative/options programs in a district serving 12,500 students

Accomplishments

- Completed an audit of the district's secondary educational program providing the Board with cost-saving recommendations in excess of 20% while simultaneously implementing new educational strategies (e.g., redesigned high school schedules, proficiency-based educational practices, a data-driven instructional model, lab-site instructional coaching, and a framework for culturally relevant instruction) that increased student achievement
- Designed a continuous improvement planning process for secondary schools with a focus on student performance goals that resulted in achievement gains of 7% in reading and 13% in math
- Developed a high school graduation initiative resulting in the distinction of achieving the highest four year high school graduation rate (82%) among the state's ten largest school districts
- Implemented a federal program (Title I and Title III) audit that leads schools through a peer-review process of their effectiveness in serving our district's neediest students
- Implemented new instructional programming, including expansion of the International Baccalaureate program to all district secondary schools, dual-language programming, and opening of an online learning academy, despite reductions in state funding

Principal, Hillsboro High School 2006-2010
Hillsboro School District 1J, Hillsboro, OR

Provided leadership to a diverse, urban high school serving 1,500 students in grades 9-12 (50% free and reduced; 50% Latino) and employing a teaching staff of 85 teachers

Accomplishments

- Obtained targeted school improvement grants totaling over $1,500,000 in funding
- Developed a multi-tiered Response to Intervention (RTI) program in literacy and math that increased state assessment scores by 21% in reading, 15% in writing, and 17% in math
- Developed a comprehensive On-Track Indicator System targeting students in need of academic interventions that decreased the failure rate in core subjects by an average of 10%
- Designed a Dropout Prevention Program to create a system of on-going student monitoring and a rapid response intervention protocol that reduced the school's dropout rate to 1.6%
- Created a summer bridge program for incoming 9th grade students that significantly increased the percentage of ninth grade students successfully completing their first year of high school
- Implemented rigorous academic programs (International Baccalaureate Middle Years Program) and personalized supports (Smaller Learning Communities) for *all* students in grades 9-10
- Developed a comprehensive Parent Outreach Program to enhance parent involvement which resulted in a two-fold increase in parent participation at Parent-Teacher Conferences
- Achieved the school's first "*Strong*" state report card rating in 2007-08

Attorney 2005-2006
Troutman Sanders, LLP, Washington, DC

Practiced law in internationally recognized corporate law firm handling matters in complex civil litigation, including employment & labor, civil rights, and professional liability coverage

Transferable Skills & Experiences

- Critically analyze and generate solutions to complex problems
- Communicate clearly, engagingly, and persuasively
- Budget financial resources and maintain fiscal controls
- Establish priorities among competing interests and make difficult decisions
- Withstand pressure and respond to challenges

Legislative Counsel 2004-2005
Oregon State Legislature, Salem, OR

Legal externship as legislative counsel to Democratic Caucus during 2005 Legislative Session including work advocating on educational funding issues

Principal 2004-2005
Eugene Alternative Education Program, Eugene, OR

Provided leadership and support to the district's alternative educational programs.

- Expanded program supports for academically at-risk students that resulted in a 10% reduction in the alternative school dropout rate

Assistant Principal of Curriculum and Instruction 2000-2004
Churchill High School
Eugene School District 4J, Eugene, OR

Provided leadership of the curriculum, instruction, assessment, and staff development program in a suburan high school serving over 1,400 students

- Authored and directed U.S. Department of Education, Smaller Learning Communities Grant, Cohort I with project budget of $1 million
- Lead Team member of district's Wallace Leadership Project with a $5,000,000 grant project budget
- Facilitated district work groups on issues including curriculum, school improvement, and student support services
- Coordinated college readiness partnerships with the University of Oregon and Lane Community College

Technology Coordinator 1998-2000
Churchill High School
Eugene School District 4J, Eugene, OR

Classroom Teacher 1997-1998
Angoon Elementary School
Chatham School District, Angoon, AK

Classroom Teacher 1996-1997
Marshall Elementary School
San Bernardino Unified School District, San Bernardino, CA

Classroom Teacher 1995-1996
Southridge Middle School
Fontana Unified School District, Fontana, CA

STATE POLICY LEADERSHIP

- Oregon Department of Education, NCLB Waiver Committee, 2011
- Oregon Department of Education, Assessment of Essential Skills Committee, 2011-Present
- Oregon Department of Education, Reading Assessment Standard Setting Committee, 2011
- State Proficiency Policy Panel Member, Oregon Business Council, 2009-Present

RECENT PROFESSIONAL DEVELOPMENT

- SUPES Academy – Leadership Development Program for Superintendents (2012)
- Transforming the Central Office (University of Washington, 2011)
- Coaching for Educational Equity (2011)
- Common Formative Assessment (2011)
- Professional Learning Communities (2009)
- Sound Grading Practices (2008)

REFERENCES

Mr. Rob Saxton
Superintendent
Tigard-Tualatin School District
[redacted]
rsaxton@ttsd.k12.or.us

Mr. Mike Scott
Superintendent
Hillsboro School District
[redacted]
scottm@hsd.k12.or.us

Dr. Nancy Golden
Superintendent
Springfield Public Schools
[redacted]
ngolden@sps.lane.edu

Ms. Karen Twain
Principal, Durham Education Center
Tigard-Tualatin School District
[redacted]
ktwain@ttsd.k12.or.us

Jill Powers Kirk
Oregon Business Council, Vice President
[redacted]

Kim Feicke
Director, Oregon Center for Ed. Equity
[redacted]
feicke@edequityoregon.com

Dr. Diana Oxley
Director, Recreating Secondary Schools
Education Northwest (formerly NWREL)
[redacted]
diana.oxley@educationnorthwest.org

Jim Mullaney,CPA
Business Consultant
[redacted]

Education: University of Portland, BS (Finance) 1979

Employment: Arthur Andersen-Portland Office 1979-1982
Kingsland, Schultz CPA 1982-1985
Mullaney & Sandoz, CPA 1985-1999
Private practice CPA firm in Oregon ‘s Silicon Forest, offering financial and business consulting to a wide variety of firms.
Flatrock, Inc (Founder & CFO) 1999-2002
A network technology company, raised $7M, grew to a staff of 30.
Pointracs (Founder & CEO) 2003- present
A software company, which developed a web based Customer Rewards program that we are selling to Credit Unions.

Business & Legal Consultant

Since December 2002, I have worked with several companies in the Portland area, including Stoel Rives. My consulting and legal engagements have included:

- Business valuations
- Litigation Support Services
- Estate and Tax Planning, including preparation of returns
- Accounting/audit work related to Conservator ships and guardianships
- Negotiating sale of businesses
- Acting CFO for Start-up Company
- Director for several local companies
- Writing Business Plans & preparing financial models
- Professional Trustee

Personal

Past Board member for Ronald McDonald House of Portland
Past Board member of Oregon Society of Certified Public Accountants
Past Board member for Oregon Association of Talented & Gifted Children
Current Board member of St Pius School
Current Chair of finance committee for St Pius School (9 years)
Current Board member of Arco Iris Spanish Immersion Charter School
Finance committee member of Martha & Mary’s Ministries

MARY A. TAYLOR

[redacted] mary.taylor@arcoirisschool.com

An accomplished, customer-oriented professional with over 20 years experience in project management. Skilled at building and influencing relationships, writing and negotiating contracts, organizing and coordinating teams to execute goals. Excel at building teams, developing strategies, and implementing the results of strategic initiatives.

EXPERTISE

- Contract Negotiations
- Program Management
- Grant Writing
- Process Documentation
- Strategic Planning
- Process Improvement
- Budget Management
- Meeting facilitation
- Team Leadership

PROFESSIONAL EXPERIENCE

ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL 2009 - Present
Founder and School Board Chair, Beaverton, OR
Manage the development and start-up of Beaverton's first charter school. The school has a staff of 10 and 130 students. Oversee a budget that has grown to $1,000,000 annually. Manage monthly board meetings.

- Co-wrote the charter school application; held community forums to garner support and influenced the district to support and approve our charter.
- Hired initial start-up team; identified additional board members; wrote initial policies and procedures.
- Wrote several grant applications resulting in winning one for a technology package from Intel Corporation. Wrote and issued annual teacher contracts.
- In first two years of operations, student scores in math, reading, science and social studies have been among the best in the state.

INTEL CORPORATION (contracted through Ashwood Group)
Project Manager, Hillsboro, OR 2010 - Present
Manage outreach programs to engage the developer community.

- Managed the supplier selection and then development and creation of a new website to host Intel Press technical books and articles.
- Manage eMail campaigns for internal and external sales efforts for Intel Press publications.
- Provide marketing project management. Write and edit articles, web content, RSS feeds.
- Manage the Recommended Reading Program for Developers.

HEWLETT-PACKARD COMPANY
Strategic Procurement Manager, Vancouver, WA 2007- 2009
Partner with Marketing Managers and marketing agencies, such as Wunderman, Publicis, and McCann, to develop and execute marketing supply strategies, identify cost efficiencies and negotiate contract rates.

- Provided global strategic management for HP's email, digital and direct marketing suppliers. Negotiated multi-million dollar agency contracts utilizing online RFP tools and e-Auctions.
- Analyzed HP's global email supply base and implemented a supplier optimization strategy to reduce privacy risk. Resulted in consolidating 77 suppliers worldwide and generated $3.1M in cost savings.
- Wrote a Direct Marketing SOW for the SMB and Consumer Catalog RFPs; analyzed multiple suppliers and conducted negotiations resulting in $720K savings for the Division.
- Conducted benchmarking analysis on advertising agencies global compensation models to support negotiation strategies and take advantage of industry supplier consolidations.

MARY A. TAYLOR [redacted]

INTEL CORPORATION

Materials & Logistics Manager, Albuquerque, NM. 1989 -2006

Managed teams of up to 20 employees at the world's largest silicon manufacturing facility.

- Managed the Receiving, Distribution and Stores teams that supported the production facility.
- Hired, trained and managed the performance of the teams; managed the staffing and budget plans for the organization.
- Led implementation of new SAP software tool in GSS Stores. This moved our inventory from a manual paper system to an automated one, significantly improving inventory accuracy and customer service levels.
- Project Manager for $250k conveyor reconfiguration project to increase space utilization and efficiency in support of a high volume receiving operation.

Procurement Manager

Managed the inventory and contracts buyers supporting Intel and the world's largest manufacturing site with materials and services.

- Led a team of 8 planner/buyers in managing the purchasing of equipment spares and service. Set team goals and monitored performance through Management By Objectives (MBO's) and Commodity Plans.
- Managed the P854 startup for all of the materials required to ramp a new plant, including managing the planner/buyers and contracted suppliers. Ensured materials and service were in place on schedule for new production startup. Received Divisional Recognition Award.
- Established the use of indicators and Performance Report Cards to manage supplier performance.

Capital Equipment Commodity Manager

Managed the global planning and purchasing of wet etch capital equipment for Intel factories worldwide.

- Successfully negotiated multi-year $85m contracts with capital equipment suppliers.
- Researched competitive environment to develop negotiation plans and scopes of work for managing spare parts and service contracts on a global level. Developed regular forecasts for suppliers and worked with technical partners to ensure technical requirements were met.
- Led and mentored cross-site team of buyers in monthly commodity teams.
- Established the use of indicators and Performance Report Cards to manage supplier performance.

New Product Development Planner

Managed the coordination and start-up activities for the new Dual-Core Intel® Xeon® Processor and other server product introductions from engineering to high value manufacturing.

- Partnered with Product Marketing Engineers to identify customer requirements and product forecasts for next generation products, managing 9 new product introductions across 6 separate products.
- Coordinated international cross-functional teams to deliver Intel's first dual core server product samples on time, receiving Wall of Fame recognitions.
- Trained new hires in planning processes and procedures.
- Successfully increased customer confidence in Intel's ability to deliver world's first .13u MLC device in volume, achieving 24 design wins.

EDUCATION

Masters of Business Administration

Santa Clara University

Bachelor of Arts in Supply Chain Management

Michigan State University

Graduated Cum Laude

MAUREEN CHILDS

[redacted]

EDUCATION

CONCORDIA UNIVERSITY
Bachelor of Arts, Elementary Education

MT. HOOD COMMUNITY COLLEGE
Associates of Business

CONCORDIA UNIVERSITY, Portland, OR
Career and Technical Teacher Education Program

CLINICAL, PRACTICA, AND FIELD EXPERIENCE

OREGON TRAIL SCHOOL DISTRICT, Cottrell Elementary School, Student Teaching Clinical. Elementary Education Bachelor's Program, Becky Bessire's 3rd/4th grade class, September 2009 – January 2010.

OREGON TRAIL SCHOOL DISTRICT, Naas Elementary School, Practicum – Elementary Education Bachelor's Program, Linda Brown's Kindergarten class/Dottie Thorson's first grade class, January 2009 – June 2009.

OREGON TRAIL SCHOOL DISTRICT, Naas Elementary School, Field Experience, Elementary Education Bachelor's Program, Linda Brown's Kindergarten class, September 2008 – December 2008.

LEWIS AND CLARK MONTESSORI SCHOOL, Site Coordinator, MAP! (Making Afternoons emPowered), August 2008 – June 2009.

COTTRELL COMMUNITY LEARNING CENTER, Site Coordinator, Cottrell Community Learning Center, October 2005 - August 2008.

OREGON TRAIL SCHOOL DISTRICT, Naas Elementary School, Boring, Oregon, Educational Assistant, Title One program, January 2007- June 2007.

OREGON TRAIL SCHOOL DISTRICT, Summer School Coordinator, Summers 2007 and 2008.

SABIN SKILLS CENTER, Marketing and Management Program, Field Experience, North Clackamas School District, April-May 2004.

SCHOOL LEADERSHIP EXPERIENCE

CORBETT SCHOOL DISTRICT, Corbett, Oregon

- Board Chair and Director, Corbett School Board, 10 years.
- Grant Writer, Corbett School District securing over $130,000 in grant funds for curriculum and fields projects.

CORBETT CHILDREN'S THEATER, Corbett, Oregon

- Grant Writer secured approximately $10,000 in grant funds for programs and staff.
- Routinely participate in fund raisers for CCT's acting troupes.

SOCIETY OF MARKETING PROFESSIONALS

- Industry Outreach Committee Scholarship Coordinator, 2003-05

WORK EXPERIENCE

Principal, Arco Iris Spanish Immersion School

Serve as the education leader for the school. Implement the curriculum, learning targets and ensure students are achieving state, district and school educational goals. Manage a staff of 9 employees and 130 students.

- Manage a staff of 9 employees and 130 students.
- Completed Arco Iris' first School Improvement Plan, identifying areas where the school should make improvements. Plans include improving student writing skills, establishing a culture of PBIS, utilizing technology, SOPA training, and implementing a standardized Spanish Language assessment tool among other activities.
- Student achievement far exceeded state and district performance in both Math and Reading for 3rd, 4th and 5th grades.

Site Coordinator, After School Programs

Served as site coordinator for MAP! After school program through the Gresham/Barlow School District. Also served as site coordinator for Cottrell Community Learning Center (CCLC), an after-school and summer program through the Oregon Trail School District. The primary purpose of these positions was to support academic achievement and social enrichment for students and community members participating in our afterschool programs. Duties included:

- Develop and implement program including curriculum, instructors, and classes to improve student academic performance.
- Coordination and collaboration with principals, teachers, parents, and students to insure student success.
- Teaching students in an instructional setting using instructional strategies for homework completion and skill development. Worked closely with classroom teachers and parents.
- Working closely with specific populations including low income, second language, migrant and special needs students and their families to promote the CCLC program and insure accessibility.
- All aspects of program budget development and oversight.
- Coordination of marketing activities to promote program and build partnerships including relationship building, grant submittals, presentation preparation, flier and guide creation and preparation.
- Performing day-to-day program maintenance duties including database management, student counts, coordinating transportation, and essential clerical duties.

Marketing/Project Coordinator

Over 16 years' experience as a senior marketing and project coordinator and administrative assistant in the A/E/C industry. Extensive skill-base includes:

- Lead and facilitated strategic marketing initiatives including researching viability of new markets and clients, sales and business plan development, and tracking progress.
- Coordinated and organized large, complex proposal teams and efforts including leading marketing efforts from the go/no go decision, to developing and writing the proposal, through interview to project implementation, consistently performing and meeting tight deadlines.
- Designed and produced high-quality statements of qualifications, presentations (boards and PowerPoint), brochures, cutsheets, advertisements, and other marketing materials incorporating simple to complex graphics.
- Worked with project teams, discipline groups, and managers to coordinate planning, budgeting, and scheduling for large projects.
- Oversaw all aspects of large project budgets including coordinating contracts and task orders, subconsultant tracking including invoicing and expenses, general invoicing and monthly status reports.
- Wrote, edited, and assembled documents from routine project correspondence to large, complex project reports and presentations using a variety of software programs.
- Created and maintained large project databases to track project progress and established and maintained electronic project filing systems.
- Coordinated and/or conducted client assessments regarding project progress and process during and upon project completion.

WORK HISTORY

2008-2009:	Site Coordinator, Lewis and Clark Montessori School, Making Afternoons emPowered (MAP!) after school program, Gresham, OR
2005-2008:	Site Coordinator and Educational Assistant, Cottrell Community Learning Center, Boring, OR
2007:	Educational Assistant II – Title I Program, Naas Elementary School, Boring, OR
2003-2005:	Marketing Coordinator, Parsons Brinckerhoff, Portland, OR
2002-2003:	Marketing Manager, BML Architects, Portland, OR
1998-2002:	Senior Marketing Coordinator/Project Coordinator, Parametrix, Portland OR
1996-1998:	Pacific Northwest Marketing Manager, Dames & Moore, Portland, OR

Stacy M. Inman

[redacted]

Objective: To demonstrate my education, experience and commitment to Early Intervention; and to earn acceptance into the Early Intervention Master's Program for the Summer 2012.

Education and Trainings:

2000-2004, University of Oregon, Eugene, OR

- Bachelor of Science in Educational Studies
- Minor in Special Education
- Emphasis in Early Intervention

2009, Oregon Association for the Education of Young Children, Portland, OR

- Director's Certification

2009, Portland State University Portland, OR

- Oregon Center for Childhood Development (OCCD) – Step 10 of the Oregon Registry - Pathways to Professional Recognition in Childhood Care and Education

Professional Experience:

2010-present, *Director of Operations and Admissions,* Arco Iris Spanish Immersion Charter School, Beaverton, OR

- Actively participate as a member of the Management Team.
- Supervise effective and clear procedures for operation and function of the school dealing with safety, facility, personnel and family communication.
- Ensure compliance with charter law, child care division regulations, board policies and civil regulations.
- File required reports with local, state and federal educational agencies and school advisory board.
- Co-manage compliance and services for students with 504 plans.
- Co-manage compliance and services for all ELL qualifying students.
- Support teacher compliance and needs with documentation for referral's to the District (SPED department, ELL services).
- Organize school nursing and carry out daily nursing needs.
- Supervise students in non-classroom areas.
- Manage admissions and enrollment process as Charter Law requires.
- Member of Budget Committee.
- Manages daily bookkeeping and record keeping of students and personnel.
- Establish and maintain lunch program and compliance for Free and Reduced families.
- Establish and maintain community partnerships (Washington County Children's Library, Tualatin Valley Parks and Rec., etc.)
- Protect confidentiality of records and information gained as a part of exercising professional duties and use of discretion in sharing such information within legal confines.

2007-2010, *Site Director,* Chiquitos School (Spanish Immersion School 18 months - 3rd Grade), Portland, OR

- Direct and manage the business, academics, and human resources initiatives
- Maintain compliance with State Licensing Procedures and Child Care Division Guidelines
- Establish partnerships with community resources for early childhood development

- Oversee school admissions and operations
- Carry out daily observations and assessments of young children
- Communicate daily operations with parents, families, and teachers
- Bookkeeping and record keeping (student records and state requirements)
- Organize family events and school field trips
- Advise teachers of opportunities for professional development, as well as assisting with problem-solving in the classroom

2006-2007 Consolidated Federal Credit Union, *Member Service Representative*, Portland, OR
2005-2006 *Merchant Teller*, Bank of America, Medford, OR

- Performed transactions to accommodate members' requests, communicating options for opening, maintaining and updating accounts
- Facilitated loan applications
- Accountable for confidential information

2001-2004, *Student Assistant*, Relief Nursery & Vivian Olum Child Care Center, Eugene, OR

- Observed and assisted in daily lesson plans and activities
- Arranged children's daily transportation
- Collaborated with the lead teacher in daily activities for toddlers
- Lead group activities

References available upon request

RESUME

PERSONAL INFORMATION

NAME:	**MERCEDES EUGENIA GÓMEZ ÁLVAREZ**
NATIONALITY:	**MÉXICAN**
ADDRESS:	[redacted]
ALTERNATIVE ADDRESS:	[redacted]
TELEPHONES:	[redacted]
[redacted]	[redacted]

STUDIES

1976 Bilingual Secretary , Instituto Miguel Ángel A. C.

1980 Elementary Teacher, Instituto Miguel Ángel A.C.

2008 Bachelors' Degree in Pedagogy (in process) Secretaria de Educacion publica (S.E.P).

2009 Bachelors' Degree in Teaching S.E.P.

COMPLEMENTARY STUDIES

1977 • **First Certificate in English, University of Cambridge**
1981 • **Human Development Program, Human Development Training Institute.**
1994 • **Mathematics, Universidad Michoacana**
1996 • **Constructive Math, CIME Guadalajara**
2000 • **Speed reading, CIME Guadalajara**

WORK EXPERIENCE

DATE:	**Currently employed from August 2008**
EMPLOYER:	**Instituto Alexander Bain**
ADDRESS:	**Cascada 320 Pedregal de San Angel Mexico City (55)559 56948**
POSITION:	**English teacher 5th grade**

DATE:	**September 2005-August 2007**
POSITION:	**State Coordinator for the federal high schools in the State of Colima**
EMPLOYER:	**Federal Secretary of Education (SEP)**
ADDRESS:	**Madero No. 243 Centro Colima, Colima Mexico (312)312**
RESPONSIBILITIES:	• **Coordinate and support the academic and administrative work of all the high schools of the state. To consolidate as a team with all the principles, the authorities in education of the state, the union leaders, and the governor.**
ACHIEVEMENTS:	• **To organize the State Committee to coordinate the school with the private sector and the state government.** • **To organize the 1st Exposems to show to the community the work and achievements of the federal high schools.** • **To set for the first time, only one exam for the admission to any of the high schools in the state of Colima.** • **A successful fund raising campaign to supplement the federal and state budget for education. .**

DATE:	**July 1999 – June 2005**
EMPLOYER:	**Conservatorio de las Rosas A.C.** **Fray Antonio de San Miguel Iglesias S/N** **Col. Ocolusen** **Morelia; Michoacán (443) 324-7823**
POSITION:	**General Pricipal for the Campus "Carlos Prieto" of the Conservatorio de las Rosas.**
RESPONSIBILITIES:	• **Lead and coordinate the academic and administrative work of the school (kindergarten, primary, middle and high school, as well as the coordination of all the after school workshops in music and art)** • **Follow up the work of the teachers.** • **To train the teachers in teaching skills, constructive mathematics and Spanish grammar.** • **To write a manual of policies and procedures for all the employees of the school.** • **To write a student regulation handbook.** • **To create the psychology department to support all the school work.** • **To establish a representative working team to address school related issues.** • **To establish and maintain a cordial communication with parents.**
ACHIEVEMENTS:	• **Since our opening in 1999 .I exceeded expectations by placing the school in the top three private options in the state, in only two years.** • **Have my students participate in several music and art festivals including the Festival Cervantino and a performance in Teatro de Bellas Artes in Mexico City.** • **Increase student enrollment by 200%in the second school year.**

DATE:	**August 1996 – June 1999**
EMPLOYER:	**Colegio Khépani** **Av. Acueducto No 2442** **Morelia, Michoacán (443)324-0825**
POSITION:	• **5th and 6th grade Spanish teacher.** • **Math and Spanish teacher for middle school.** • **Spanish and mathematics coordinator for preprimary and primary school.**
RESPONSIBILITIES:	• **5th and 6th grade Spanish teacher.** • **As this also was a new school I had additional responsibilities such as:** • **Monitor the work of the Spanish teachers.** • **Train teachers in Constructive Math and Spanish grammar and spelling.** • **Review and implement academic curriculum**
ACHIEVEMENTS:	• **Consolidate the academic work of the Spanish area.** • **And collaborate to position the school as one of the best options for private education in the city of Morelia Michoacan since our opening in 1996.**

DATE:	**August 1991- July 1996**
EMPLOYER:	**Instituto Thomas Jefferson** **Av. De las Fuentes No 666** **Morelia, Michoacán**
POSITION:	**1st 2nd , 3rd , 4th, and y 6th grade Spanish teacher**

DATE:	**Agosto 1988- Julio 1989**
EMPLOYER:	**Instituto Alexander Bain** **Cascada 320** **Pedregal de San Ángel** **México D. F** **.**
POSITION:	**6th grade teacher**

FECHA	**Agosto 1980- Julio 1985**
INSTITUCIÓN	**Cascada No. 320** **Pedregal de San Ángel** **México D. F.**
CARGO	**1st 2nd , 3rd , 4th, and y 6th grade Spanish teacher**

EXTRA CURRICULAR ACTIVITIES

- **Trainer in: Constructive Mathematics, Teaching skills, Writing skills, Speed reading, Assessment techniques, and Mind mapping.**
- **Editing mathematics and Spanish text books for (Santillana Editorial House)**

Mercedes Eugenia Gómez Álvarez

Arco Iris
Spanish Immersion School

Board and Principal's Working Agreements

Board Job Description:

1. Members of the Board and the Principal shall work together as a team.
2. Focus on policy making, planning and evaluation, rather than day-to-day operations. This is the goal although we realize due to lack of resources board members may provide some daily operational support.
3. Make decisions as a whole board only at properly called meetings. Board members recognize that individual members have no authority to take individual action in policy or district and school administrative matters.
4. Support decisions of the majority after honoring the right of individual members to express opposing viewpoints and vote their convictions.
5. Recognize and respect the Principal's responsibility to manage the school and to direct employees in school matters.
6. Give careful consideration to all issues brought to you by individuals and special interests. Actively solicit input and listen to all perspectives. We will operate as representatives and make decisions in the best interest of the whole school.
7. Value the role we play in the community and represent the school, when possible, by attending school and community functions.
8. Be an advocate for public education in the district, region and state level by speaking up for and on behalf of public education whenever required.

Meeting Operational Agreements:

1. Acknowledge that two board members must agree before an item is placed on a meeting agenda.
2. Uphold the legal requirement for confidentiality on all matters arising from the board meeting in Executive Session.
3. Start and end meetings on time.
4. Attend regularly scheduled board meetings and work sessions unless a situation occurs that makes attendance impossible.
5. Cooperate in scheduling special meetings and/or work sessions for planning and training purposes.
6. Cast a vote on all matters except when a conflict of interest arises.

Communication Agreements:

1. Communicate directly with the Principal when a question arises, or a concern is voiced by a staff member, student, parent or community member.
2. Communicate directly with the Principal or Board Chair prior to meetings of the board to address questions and or/ concerns about agenda items, unless delegated
3. Communicate one-on-one, when an individual concern arises, with the Principal or other board members as appropriate.
4. No individual board member, regardless of his or her position, has the authority to speak for the board. Significant financial and HR decisions should typically be more of a consensus decision.

Annual Planning and Evaluation:

1. Set priorities as a board for board professional development annually.
2. Participate in annual self-assessment of the board's performance.
3. Participate in establishing annual expectations and goals for the Principal.
4. Objectively evaluate the Principal's performance and provide appropriate feedback.

Orientation of New Board members

1 Assure timely orientation of new board members.

Role of the Chair:

1. Recognize the role of the Chair to speak for, and about the board and to describe the board's process and positions. Recognize the role of the Chair to convene meetings, develop the agenda with the Principal and execute documents as appropriate. The Board also acknowledges that certain roles and responsibilities that come up may be delegated or done through collaboration based on board member's skills, interests, time available.

Board's Expectations of the Principal

1. Budget Officer/Signatore responsibility for Arco Iris' budget. Significant purchases should be discussed in advance with the Board.
2. Work toward becoming a team with board members.
2. Respect and acknowledge the board's role in setting policy and overseeing the performance of the Principal.
3. Identify policy needs and recommend actions to the Board.
4. Work with the board to establish a clear vision for the school.
5. Prepare preliminary goals, including the School Improvement Plans, annually for the board's considerations.
6. Provide data to the board members so that data driven decisions can be made.
7. Possess a working knowledge of all legal and local policies.
8. Inform the board of all critical information including relevant trends, anticipated adverse media coverage or critical external or internal change.
9. Distribute appropriate information to all board members.
10. Communicate with board members promptly and effectively.
11. Respect the confidentiality requirement of board meeting Executive Sessions.
12. Treat all board members professionally.
13. Communicate to individual board members if a problem or issue is observed developing with an individual board member.
14. Conduct a self-assessment prior to the board's evaluation of the Principal's job performance.
15. Represent the school district by being visible in the community.
16. Provide follow-up information to board members on concerns and issues they have referred to the Principal – close the communication loop.

Principal's Expectations of the Board

1. Recognition of the Principal as the educational leader of the school.
2. Willingness to share the success and failures of the school with the Principal.
3. Assistance in gaining acceptance and support in the community.
4. Willingness to abide by its own rules, policies and code of ethical conduct.
5. Willingness, within budget constraints, to provide the Principal with adequate staff and clerical assistance.
6. Willingness to acknowledge and follow the chain of command of the school.
7. Respect the confidentiality requirement of board meeting executive sessions.
8. Avoidance of seeking personal privilege.
9. A willingness to participate in professional development activities at the local, state and national level.
10. An effort to foster unity, harmony and open communications within the board.
11. An understanding of the relative or complimentary role of the Principal and the board in policy making.
12. Careful consideration of each recommendation made by the Principal.
13. Insistence on all available facts and data before making a decision.
14. Willingness to study and evaluate educational issues affecting the school.
15. Practice of avoiding surprise items at board meetings.
16. Integrity of the highest order.

May 25, 2012

Dear Secretary Duncan,

I am writing to you in support of Arco Iris Spanish Immersion School in their request for grant funding. This school's focus is on Spanish immersion and a rigorous academic education that includes learning Singapore math, a highly acclaimed math program.

As a Global GM at Nike, I know the value of speaking multiple languages and the opportunities it enables for employees. I myself have had the opportunity to travel to other countries for work and have lived in Mexico for three years working for Nike. There are many more opportunities for employees who speak more than one language and are multi-culturally aware.

We need more schools like Arco Iris that are providing a rigorous academic program, training our students to be bilingual, bi-literate and multi-culturally competent future leaders. By learning about and appreciating different cultures, it fosters tolerance and diversity, which is essential in multi-national organizations like Nike.

This school has an excellent reputation in our community and is well-regarded by educators. I am very supportive of this school and appreciate your support in their request for grant funding.

Sincerely,

[redacted]

Hans George
Global GM, Tee Shirts and Caps
Nike, Inc.

NIKE, INC. ONE BOWERMAN DRIVE BEAVERTON, OR 97005-6453 T:503-671-6453 F:503-671-6300 www.nike.com

May 18, 2012

Dear Secretary Duncan,

I am one of the original founders of the Arco Iris Spanish Immersion School and would like to show support for our school's application for grant funding both as an employee at Intel Corporation, and as a parent.

As an employee at Intel, I have interviewed and hired dozens of students over my career. We need qualified candidates who can work globally with peers and customers. Arco Iris is developing the kinds of students with skills that employers look for. We need candidates who are strong academically as well as bilingual and multi-cultural so they can work effectively in our global work environment.

As a parent, I started up this charter school because I wanted my son to have a strong math program which I felt was lacking in our regular public school. For the last two years, our students have excelled on the state assessment tests and have exceeded district achievements as well. We hope our piloting of the Singapore Math program can be used as an example of how to improve student academic achievement in our regular public school district.

It has been tough trying to "learn with less." Our teachers are paid significantly less than elsewhere because our district retains 20% of the per pupil funding that we should receive as a school, yet provides zero assistance elsewhere. We can't even send our financially needy families to the District's Clothes Closet, instead having to create our own. All of our furniture, the desks, shelves, cubbies, books carts, etc, have been purchased used. We are located at a church and have no playground, just a small patch of the parking lot that we can use to do hula-hoops. We have no technology classes yet, no library, no formal music or art program. Our teachers teach all subjects and they only get breaks when we have parents run something, such as music or art.

We need more technology equipment for our teachers so they can become more efficient and effective in their teaching. We need equipment for student learning as well, access to books and gym equipment. Once we have completed our start-up, we are confident we will be sustainable because we budget very conservatively and now have 2 years of experience of fundraising for our school. We are a safe bet and have had excellent results so far.

Thank you for your consideration.

Sincerely,

[redacted]

Mary Taylor
Project Manager
Intel Corporation
Founder of Arco Iris Spanish Immersion School

DIRECTOR OF OPERATIONS AND ADMISSIONS

GOALS

Assist and support the Management Team in the operation of all administrative activities. Develop and maintain clear and effective procedures for the operation and functioning of the school dealing with building maintenance, personnel communication, office operations, and emergency procedures. Ensures compliance with all laws, board policies and civil regulations.

Function and Responsibilities

1. **Use technology effectively for administrative functions**
2. **File required reports with local, state and federal educational agencies and the school advisory board.**
3. **Supervise effective and clear procedures for the operation and functioning of the school dealing with building maintenance, personnel communication, office operations, and emergency procedures. Ensures compliance with all laws, board policies and civil regulations.**
4. **Establish a professional rapport with students and with staff that has their respect. Display the highest ethical and professional behavior and standards when working with students, parents and school personnel.**
5. **Assist the directors to notify immediately the Board and appropriate personnel and agencies when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or students appearing to be under the influence of alcohol or controlled substances.**
6. **Maintain an effective inventory for all school supplies, materials and equipment according to the systems established by the management team.**
7. **Assist in maintaining attractive, organized, functional, healthy, clean, and safe facilities, with proper attention to the visual, acoustic and temperature.**
8. **Assist to look after the health, safety, and welfare of students, employees and visitors.**
9. **Organize, schedule and carry out regular drills for emergencies and disasters.**
10. **Supervise students in non-classroom areas.**
11. **Maintain visibility with students, teachers, parents, and the Board.**

12. **Use effective presentation skills when addressing students, staff, parents, and the community, including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.**
13. **Use excellent written and oral skills when communicating with students, parents and teachers.**
14. **Complete in a timely fashion all records and reports as requested by the Board. Maintain accurate attendance records.**
15. **Supervise a safe recreation and play period for the students.**
16. **Ensure that student records are complete and current and filed them**
17. **Protect confidentiality of records and information gained as part of exercising professional duties and use of discretion in sharing such information within legal confines.**
18. **Other activities as defined by the Principal and or Board.**

Principal Job Description

Goals

- Serve as school community leader, responsible for managing policies, regulations, and procedures that insure all students are supervised in a safe environment that fosters school community according to the mission of the school.
- Ensure students achieve at least 80% meets or exceeds ratings in reading, writing, and math on the Oregon Assessment of Knowledge and Skills (OAKS) tests.
- Support the teachers in developing students into becoming responsible, bilingual, biliterate and multi-culturally competent members of the community.
- Recruit and retain staff and student population.

Function and Responsibilities

Educational Leadership

1. Work with the board to establish a clear vision for the school.
2. Prepare preliminary goals, including the School Improvement Plan (SIP) annually for the board's considerations.
3. Represent the charter school at local, state and national events.
4. Generate public support for the school's program and education in general.
5. Use technology effectively for administrative, instructional and communications functions.
6. Implement schedules and procedures for the supervision of students in non-classroom areas (including before and after school).
7. Maintain visibility with students, teachers, parents, and the Board.
8. Communicate regularly with parents, seeking their support and advice to create a cooperative relationship that supports their student.
9. Use effective presentation skills when addressing students, staff, parents, and the community, including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.
10. Use excellent written and oral skills when communicating with students, parents and teachers.
11. Participate in the supervision of a safe recreation and play period for the students.
12. Attend required meetings (fund-raising, curriculum, etc) and extra sponsored functions and events.

Student Positive Behavior System

1. Effectively implement PBIS.
2. Promote high standards and expectations for behavior for all students and staff.
3. Insure implementation of code of behavior polices for students and parents, such as our teacher handbook.
4. Promote high standards and expectations for behavior for all students and staff.
5. Insure implementation of code of behavior polices for, staff and faculty such as our teacher handbook, parent handbook, Consistent Discipline Policy, etc.

Human Resources

1. Hire and manage staff appropriately to support school needs.
2. Actively participate as a member of the Management Team. Support the goals and fulfill the functions and responsibilities as defined in the Management Team role description.
3. Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school including discipline systems to ensure a safe and orderly climate and emergency procedures. Insure compliance with all laws, board policies and civil regulations.
4. Supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, mission, values and goals of the school.
5. Promote and implement professional rapport with students and with staff that fosters their respect.

Fiscal and Risk Management

1. Budget Officer/Signatore responsibility for Arco Iris' budget. Significant purchases should be discussed in advance with the Board.
2. Identify policy needs and recommend actions to the Board.
3. Complete state and local district reporting requirements on time. This includes quarterly and annual progress reports.
4. Possess a working knowledge of all legal and local policies.
5. Notify immediately the Board and appropriate personnel and agencies when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or students appearing to be under the influence of alcohol or controlled substances.
6. Protect confidentiality of records and information gained as part of exercising professional duties and use of discretion in sharing such information within legal confines.
7. Organize and supervise procedures for identifying and addressing special needs of students including health-related concerns, and physical and emotional needs. Report when special education needs students apply to the school to the Board and District within required timeframes.
8. Supervise the exclusion from school of any pupil who shows departure from normal health, who has been exposed to a communicable disease, or whose presence may be detrimental to the health and cleanliness of other pupils.

There was a problem attaching a file(s).

The file was missing in the application package submitted through Grants.Gov

Arco Iris Spanish Immersion Charter School
11815 SW Terra Linda St
Beaverton, OR 97005

April 10, 2012

I have prepare the accompanying balance sheet of Arco Iris Spanish Immersion Charter School as of March 31, 2012 and the related Profit & Loss statement for the month ended and YTD ended in my capacity as a Treasurer of this organization. I have not prepared the statements in my capacity as a CPA in the practice of public accounting.

Jim Mullaney
Treasurer

Arco Iris Spanish Immersion Charter School
Balance Sheet
As of March 31, 2012

	Total	
	As of Mar 31, 2012	As of Mar 31, 2011 (PY)
ASSETS		
Current Assets		
Bank Accounts		
101 USNB- Ck	20,686.92	29,236.20
102 USNB- Sav	211,030.25	
103 USNB - PTO	205.50	
Total Bank Accounts	$231,922.67	$29,236.20
Accounts Receivable		
158 Accounts Receivable (A/R)	0.00	
159 Receivable Admw- BSD	0.00	0.00
Total Accounts Receivable	$0.00	$0.00
Other Current Assets		
157 Recievable- Day care	0.00	2,600.73
181d Prepaid Expenses	265.07	
Total Other Current Assets	$265.07	$2,600.73
Total Current Assets	$232,187.74	$31,836.93
Fixed Assets		
231 Furniture and Equipment		
232 Computers	15,943.30	6,588.30
233 Data & Phones	7,184.59	7,014.60
234 Desks & Furniture	7,776.22	5,430.57
235 Leasehold Improvements	552.50	0.00
Total 231 Furniture and Equipment	31,456.61	19,033.47
Total Fixed Assets	$31,456.61	$19,033.47
Other Assets		
390 Payroll Suspense	0.00	
Prepaid rent	3,882.50	3,882.50
Total Other Assets	$3,882.50	$3,882.50
TOTAL ASSETS	$267,526.85	$54,752.90
LIABILITIES AND EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
421a Accounts Payable	3,626.48	84.24
Total Accounts Payable	$3,626.48	$84.24
Credit Cards		
451 US Bank CC #4768	80.69	

Total Credit Cards	$80.69	$0.00
Other Current Liabilities		
471 Payroll Liabilities	11,407.33	0.00
472 PERS Payable	5,394.20	
Total Other Current Liabilities	$16,801.53	$0.00
Total Current Liabilities	$20,508.70	$84.24
Total Liabilities	$20,508.70	$84.24
Equity		
32000 Unrestricted Net Assets	37,224.30	51.00
Net Income	209,793.85	54,617.66
Total Equity	$247,018.15	$54,668.66
TOTAL LIABILITIES AND EQUITY	$267,526.85	$54,752.90

Tuesday, Apr 10, 2012 12:51:17 PM GMT-7 - Accrual Basis

Arco Iris Spanish Immersion Charter School
Profit & Loss
March 2012

	Total	
	Mar 2012	Jul 2011 - Mar 2012 (YTD)
Income		
1510 Interest and Dividends income	65.17	283.25
1610 Food Services		
1612 Lunches	789.55	4,280.80
Total 1610 Food Services	**789.55**	**4,280.80**
1700 Extracurricular Activities Rev.	16.00	16.00
1790b AfterSchool Care	5,529.70	45,616.93
1790d Activity Fees/Field Trips	729.00	729.00
1790e Summer Camp Revenue		5,207.00
Total 1700 Extracurricular Activities Rev.	**6,274.70**	**51,568.93**
1920 Contributions Income	2,177.96	15,404.82
1920b Script Sales		637.32
1920d Auction Fundraiser	473.74	**-576.26**
1920f Corporate Contributions	105.50	405.50
1920g Personal Contributions	140.00	717.27
1920h Project Fundraisers	**-512.00**	608.00
Total 1920 Contributions Income	**2,385.20**	**17,196.65**
3101 SSF - General Support	50,976.00	532,970.81
47200 Program Income		
ODE Grant		19,978.33
Total 47200 Program Income	**0.00**	**19,978.33**
Total Income	**$60,490.62**	**$626,278.77**
Expenses		
1111000 Primary (K-3)		
1111111 K-3 Salaries - Licensed	14,507.96	114,064.40
1111112 K-3 Salaries Classfied	630.00	5,025.35
1111121 K-3 Salaries Substitutes	780.08	1,841.53
1111200 K-3 Associated Payroll Costs		
1111210 K-3 PERS Employer	2,365.38	19,580.13
1111220 K-3 Social Security	1,208.65	9,033.47
1111231 K-3 Workers Comp	13.79	641.17
1111232 K-3 Unemployment	400.37	3,181.49
1111240 K-3 Employee Benefits	983.45	12,071.21
Total 1111200 K-3 Associated Payroll Costs	**4,971.64**	**44,507.47**
1111300 K-3 Purchased Services		
1111311 K-3 Contractor Instruction		120.00
Total 1111300 K-3 Purchased Services	**0.00**	**120.00**
1111400 K-3 Supplies/Materials		

1111410 K-3 Consumable Materials	75.02	1,589.73
1111420 K-3 Textbooks/Curriculum	9.13	2,385.94
1111460 K-3 Non-Consumable Items	49.69	582.57
Total 1111400 K-3 Supplies/Materials	**133.84**	**4,558.24**
Total 1111000 Primary (K-3)	**21,023.52**	**170,116.99**
1112000 Intermediate (4-5)		
1112111 4-5 Salaries Licensed	3,325.50	27,307.20
1112112 4-5 Salaries Classified	420.00	3,496.47
1112121 4-5 Salaries Substitutes	910.18	3,315.22
1112200 4-5 Associated Payroll Costs		
1112210 4-5 PERS Employer	426.00	5,420.74
1112220 4-5 Social Security	369.29	2,598.39
1112231 4-5 Workers Compensation	2.30	351.71
1112232 4-5 Unemployment Expense	159.26	1,119.29
1112240 4-5 Employee Benefits	462.80	4,071.52
Total 1112200 4-5 Associated Payroll Costs	**1,419.65**	**13,561.65**
1112300 4-5 Purchased Services		
1112311 4-5 Contractor Instruction		80.00
Total 1112300 4-5 Purchased Services	**0.00**	**80.00**
1112400 4-5 Supplies & Materials		
1112410 4-5 Consumable Materials	44.95	826.81
1112420 4-5 Textbooks/Curriculum	43.22	3,157.74
1112460 4-5 Non Consumable Materials	33.12	386.15
Total 1112400 4-5 Supplies & Materials	**121.29**	**4,370.70**
Total 1112000 Intermediate (4-5)	**6,196.62**	**52,131.24**
1113000 Elementary Extracurricular		
1113112 Extraccur - Salaries Classified	1,851.75	15,149.92
1113200 Extraccur - Associated Payroll Costs		
1113210 Extracurr - PERS		345.17
1113220 Extracurr - Social Security	141.69	1,159.00
1113231 Extracurr - Worker's Comp	1.73	79.41
1113232 Extracurr - Unemployment	182.19	895.66
Total 1113200 Extraccur - Associated Payroll Costs	**325.61**	**2,479.24**
1113319 Elementary Other Instructional Services	410.75	675.75
1113410 Extraccur Consumables	18.00	2,487.25
1113460 Extraccur Non Consumables		214.03
Total 1113000 Elementary Extracurricular	**2,606.11**	**21,006.19**
2240300 InstructStaff-Develop-Purchased		
2240312 Staff Development	140.00	3,889.00
Total 2240300 InstructStaff-Develop-Purchased	**140.00**	**3,889.00**
2300000 General Administration		
2310300 Board Purchased Services		
2310324 Board - Rentals	274.12	2,407.80
2310341 Board - Travel in District		45.60
2310351 Board - Telephone/Internet	208.04	2,199.20

2310353 Board - Postage		19.29
2310354 Board - Advertising		1,446.00
2310355 Board - Printing Costs		2,390.96
2310382 Board - Legal Costs		114.50
2310383 Board - Accounting Fees	1,088.10	7,540.43
2310389 Board - Other Non Instr. Fees	5.00	1,507.00
Total 2310300 Board Purchased Services	**1,575.26**	**17,670.78**
2310600 Board - Other		
2310620 Board - Interest Expense		239.79
2310640 Board - Dues/Subscriptions		308.00
2310651 Board - Insurance	401.90	7,411.40
2310670 Board - Taxes/Licenses	237.00	804.53
Total 2310600 Board - Other	**638.90**	**8,763.72**
Total 2300000 General Administration	**2,214.16**	**26,434.50**
2400000 School Admin		
2410111 Admin Salaries - Licensed	4,647.29	39,903.15
2410112 Admin - Salaries Classified	3,279.09	25,387.22
2410200 Admin - Associated Payroll Costs		
2410210 Admin - PERS	1,397.40	10,094.96
2410220 Admin - Soc Sec	606.38	4,911.16
2410231 Admin - Workmans Compensation	5.48	264.12
2410232 Admin - Unemployment Expense	261.56	1,406.48
2410240 Admin - Employee Benefits	289.25	3,446.83
Total 2410200 Admin - Associated Payroll Costs	**2,560.07**	**20,123.55**
2410300 Admin - Purchased Services		
2410355 Admin - Printing Expense	884.81	4,086.40
Total 2410300 Admin - Purchased Services	**884.81**	**4,086.40**
2410400 Admin - Supplies & Materials		
2410410 Admin - Consumable Supplies	186.55	1,562.14
2410460 Admin - Non Consumable Supplies		3,378.08
Total 2410400 Admin - Supplies & Materials	**186.55**	**4,940.22**
Total 2400000 School Admin	**11,557.81**	**94,440.54**
2500000 Support Services		
2525391 Bank Charges	6.00	265.73
Total 2500000 Support Services	**6.00**	**265.73**
2540000 Bus-Operation/Maint Plant		
2542321 Bldg - Cleaning Services	850.55	5,438.41
2542324 Bldg - Rent	2,388.75	25,581.44
2542325 Bldg - Utilities	521.59	4,326.42
2542410 Bldg - Consumable Supplies	300.40	1,114.53
2542460 Bldg - Non Consumables		52.70
Total 2540000 Bus-Operation/Maint Plant	**4,061.29**	**36,513.50**
2660000 Technology Services		
2660389 Technology - Contracted Services		1,557.25
2660460 Technology - Nonconsumables	100.00	390.52

2660470 Technology Licensing	31.96	838.51
Total 2660000 Technology Services	131.96	2,786.28
3120000 Nutrition Costs		
3120450 Nutrition Services	1,526.00	8,900.95
Total 3120000 Nutrition Costs	1,526.00	8,900.95
66000 Payroll Expenses		0.00
Payroll Taxes		0.00
PERS Contribution		0.00
Wages- Admin Staff		0.00
Wages- Substitute		0.00
Wages- Teachers		0.00
Total 66000 Payroll Expenses	0.00	0.00
Total Expenses	$49,463.47	$416,484.92
Net Operating Income	$11,027.15	$209,793.85
Other Expenses		
Other Miscellaneous Expense		0.00
Total Other Expenses	$0.00	$0.00
Net Other Income	$0.00	$0.00
Net Income	$11,027.15	$209,793.85

Tuesday, Apr 10, 2012 12:50:56 PM GMT-7 - Accrual Basis

Arco iris Spanish Immersion School

Plan, 2011-12

This School Plan is comprised of:

- **School Goals**
- **Curriculum**
- **Assessment Tools**
- **School Improvement Plan**
- **Learning Targets**
- **Fiscal Budget** – please see separate attachment for this

School Goals

- That all students master national, state, and District content standard requirements in all subjects with a special focus in English, Spanish, and mathematics;
- To prepare students to attain high academic achievement in Spanish and English;
- To build the skills and knowledge that students will need to be successful in their future algebra classes.
- Support students to become bilingual, bi-literate, and multi-cultural competent leaders.

Curriculum At-A-Glance

Areas of Focus at Arco Iris	Math	English Language Arts	Spanish Language Arts	Science	Social Studies	PE and Health	Art	Music	Behavior/ Discipline
Adopted Learning Targets and Benchmark Alignment	Targets cover Beaverton School District and the State Standards and are enhanced by the Singapore curriculum	Beaverton School District	Beaverton School District English Language targets, ACTFL rubric; Arco Iris grammar matrix; also includes cultural study targets	Beaverton School District and The National Science Education Standard	Beaverton School District and National Council for Social Studies	Beaverton School District and National Standards for Physical Education	Beaverton School District	Enrichment based	
Selected Curriculum	Singapore Math - Primary Mathematics	Houghton Mifflin StoryTown; Lucy Calkins and Beth Neville: Units of Study for Primary Writing	Scott Foresman Lecturas (reading and comprehension); SymTalk (oral and listening); Leveled readers	Houghton Mifflin Science Discovery Works AND Ciencias by Houghton Mifflin	Expectations of Excellence: Curriculum Standards for Social Studies; History Alive: America's Past (4th and 5th)	Classroom directed physical education			Positive Behavioral Support is the adopted behavioral program and is aligned with the BSD Consistent Discipline Policy
Supplemental Materials and Activities	Math Minutes: computational skill building; Fraction and Geometry supplemental workbooks		leveled readers for native Spanish speakers		Libros de Texto Gratuito de la SEP (National curriculum of Mexico - history, geography and civics)		Enrichment: Art Literacy Fridays	Enrichment: Music Appreciation Fridays at morning meetings; in class	Friday: Morning Meetings reinforce PBIS modeling and honor students
Assessment Summary (in addition to state OAKS tests)	Unit tests; math minutes	DRA; unit tests, writing prompts and assessment	ELLOPA, TOM-SOPA, SRA, AI Language Assessment	end of unit assessments	end of unit assessments				

Training Summary (see key trainings in Performance Report)	Intensive math training for all teachers includes: Singapore model training, observations, individualized coaching by curriculum director	StoryTown publisher workshop	Center of Applied Linguistics: ELLOPA/SOPA training and retraining; SymTalk publisher, meetings and observations at other immersion schools			Pajaggle training			Program development, coaching and mentoring by PBIS trainer - multiple times each month
Enrichment Options	Chess Club - fee based	Jaguars Read - monthly reading log program		Mad Science - fee based		Jaguars on the Run - walk, run, jog, or skip laps and log your distance	Young Rembrandts - fee based		

Assessment Tools

Assessment	Purpose	Use	Frequency
Development Reading Assessments (DRAs)	Assesses English reading fluency and comprehension.	Places students in appropriately leveled reading groups and tracks progress throughout the year.	Beginning, middle, end-of-year.
Spanish Proficiency Evaluation	Provides an evaluation of each students proficiency in oral and written communication	Assists in placing students in appropriately leveled Spanish groups and tracks end-of-year progress.	At the end of each trimester.
Benchmark Assessments for all Subjects (Science, Social Studies, PE)	Assesses and tracks ongoing progress of our students on a regular basis.	Guides teaching strategies for students' daily learning. Identifies specific learning gaps and individual, ongoing needs of our students.	Weekly; end-of-unit; and beginning, middle, end-of-year.
Singapore Math Assessments	Assess and tracks ongoing progress of mental math skills.	Guides teaching strategies for daily learning at an individual level.	Weekly.

Assessment	Purpose	Use	Frequency
• **Minute Math** • **Chapter tests** • **Cumulative tests**			
Writing Samples	Measures and assesses student's performance and growth regarding the writing process.	Guides teaching strategies and to identify learning gaps in student's writing.	Weekly, end-of-unit; and beginning, middle, and end of year.
Oregon Assessment of Knowledge and Skills (OAKS)	Assesses and tracks student progress against state standards for Math, Reading, Science and Social Studies	Monitors student annual progress. Also used as input for annual school improvement plan; for teacher improvements.	Annually in the Spring of each year.

Set Arco Iris Spanish Immersion School Improvement Plan

Introduction

Arco Iris is always striving to continuously improve in all aspects. The Arco Iris board and staff have established a set of goals for improvement that are based on feedback from our parent survey conducted at Arco Iris and ODE as well as other obligations. The following have been identified as improvement goals for 2011-2012.

Area to Improve: Student Writing Skills
Goal: Improve student writing skills. Even though the state no longer requires writing assessments, we will still have our fourth and fifth graders submit writing samples and score them based on the state's writing assessment rubric.
Actions: • Implement journaling to develop regular writing habits. • Understand the writing process. • Understand and demonstrate different genres of writing. • Sentence and paragraph development.

• Learn how to organizing essays, stories, and other documents. • Build and improve vocabulary.
Metrics • **100% of students pass state standards** •

Area to Improve: Outreach
Goal: Participate in events to inform the community that our bilingual school is available and open to all students in Beaverton. Events and actions to consider include:
Actions: • Oregon Council for Hispanic Advancement (OCHA). • Participate in NW Family and Kids Festival. • Participate in Washington County Library – Spanish story time. • Work with Tualatin Hills Parks and Recreation on a partnership on community bilingual education. • Hold Information Nights with groups such as Intel's Latino Network. • Perform at celebrations in the community.

Area to Improve: Effective utilization of Positive Behavioral Interventions and Supports (PBIS)
Goal: Staff to train and implement PBIS strategies
Actions: • Implement school-wide uniform Systems. • Continue on-going trainings and Workshops.

Area to Improve: Diversity
Goal: Provide more translation of our materials in Spanish to support increased diverse student population.
Actions: • Brochure in Spanish. • Translate more pages on our website into Spanish.

• Summer camp flyers in Spanish.

Area to Improve: Teacher Professional Development
Goal: Provide mentoring and relevant professional development that insures our teacher's continuous growth and improvement in all areas of teaching.
Actions: • Professional development plan as outlined in our "Future Trainings for 2011-12" document.

Area to Improve: Student access to Technology
Goal: Provide more enrichment activities using technology
Actions: • Create technology security protocols; implement security controls. • Use the small computer lab we have for research in social studies and science. • Instruct students in keyboard typing. • Instruct students on how to use the internet for project research • Obtain additional equipment for classroom use.

Area to Improve: Student Oral Proficiency Assessment (SOPA) for Spanish language acquisition.
Goal: Implement standard Spanish Language Assessment standardized testing to effectively measure the progress students are making in language
Actions: • Staff to complete SOPA training. • Complete student evaluation plans incorporating SOPA as one of the evaluation tools in measuring student progress.

Arco Iris
Spanish Immersion School

ARCO IRIS SCHOOL

CURRICULUM

Introduction

- The curricula across all subject matter for immersion programs is scarce and is difficult to find materials that address the academic standards for Oregon
- Arco Iris curriculum includes a blend of prepared material (books) and self-created ones.
- By combining content learning with the acquisition of a new language, students can absorb knowledge and develop their learning capacity with more breadth and depth and in more qualitative ways
- The curriculum is alive – with input of teachers, it is constantly reviewed and improved
- Math is taught by grade according to Singapore Math
- Spanish is taught by level of proficiency in the classroom
- Blending occurs in Science, Social Studies, PE, Art

Arco Iris curriculum is based on:

- National Standards
- State Standards
- BSD Learning targets

Math

Math is taught by grade and follows the program given by Singapore Math

Spanish

- Spanish is taught in different levels in the same classroom.

- Grammar, vocabulary, and language mechanics are worked with the class to begin with, then class breaks into small groups differentiated by level of proficiency
- The curriculum is based on BSD targets PPS Standards for World Languages and the proficiency levels of the American Council of the Teaching of Foreign Languages(ACTFL).
- There are themes, grammar structures, and vocabulary for each period of each class.
- Students are moving from level to level.
- Materials are alternating, so materials are not repeated from year to year

Arco Iris
Spanish Immersion School

SPANISH STANDARDS

Arco Iris
Spanish Immersion School

SPANISH LANGUAGE STANDARDS SPEAKING

PRE-NOVICE LOW K-1st	NOVICE LOW 1st/2nd	NOVICE MID nd /3rd	NOVICE HIGH 3th /4th	INTERMEDIATE LOW 4th /5th	INTERMEDIATE MID 5th/6th
-Minimally respond to very simple memorized greetings and basic courtesy expressions.	-Exchange very simple memorized greetings, introductions, leave takings, and information about self.	-Exchange memorized greetings, introductions, leave takings, and basic personal information.	-Exchange basic personal information, preferences, and personal needs.	-Exchange information, perform basic survival tasks, and express preferences.	-Exchange personal feelings, thoughts, ideas and basic opinions.
-Express quantities using a few numbers.	-Express quantities in numbers, state time, address and telephone numbers.	-Express numbers in time, dates, currency, phone numbers and addresses.	-Exchange information using time, date, prices and location in common situations.	-Use numbers, prices and times in common tasks such as making purchases.	-Use numbers in a widening variety of tasks, such as making appointments and reservations.
-Minimally ask simple memorized questions.	-Ask memorized, well-rehearsed questions on familiar topics.	-Ask memorized questions in highly predictable, common daily settings.	-Ask and answer simple questions, using familiar, learned materials.	-Initiate and respond to simple questions using known topics and vocabulary within the context of a familiar conversation.	-Initiate and briefly maintain a conversation using a series of simple, related questions and responses.
-Use a very few memorized vocabulary words in context.	-Name a number of common, familiar objects in context.	-Use memorized words and learned phrases in familiar contexts.	-Formulate simple statements and descriptions using familiar and some recombinations of learned material.	-Create, initiate and respond to simple statements within the scope of limited language.	-Initiate, sustain and close a basic communicative task by combining and recombining learned elements.
	-Repeat simple directions and commands.	-Give some memorized directions and commands.	-Give basic, simple directions and commands	-Give instructions for a familiar simple task in steps.	-Give multi-step directions for a simple task.

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Spanish Immersion School

LISTENING

PRE-NOVICE LOW K-1st	NOVICE LOW 1st /2nd	NOVICE MID 2nd /3rd	NOVICE HIGH 3rd /4th	INTERMEDIATE LOW 4th /5th	INTERMEDIATE MID 5t /6th
-Recognize limited sounds/signs and a few isolated vocabulary words of the target language using visual and contextual clues.	-Comprehend some isolated, familiar everyday words/signs and expressions on a limited range of topics.	-Extract main ideas from short, simple conversations, narratives and presentations on a limited range of familiar topics in everyday situations.	-Extract main ideas and some details from simple conversations, narratives and presentations on familiar topics in everyday situations.	-Extract main ideas plus supporting details in simple conversations and presentations on familiar topics in everyday situations.	-Extract the main idea plus significant supporting details from longer and more complex conversations, presentations, and narratives on a wider variety of familiar everyday topics.
-Respond to some simple commands and requests.	-React to simple commands, requests, and short series of directions.	-React to a series of simple commands and requests.	-React to basic multiple step commands and requests.	-React to multiple step commands and requests within familiar situations.	-React to multiple step commands and requests with some complexity.
		-Recognize cultural differences between formal and informal language.	-Recognize specific expressions used for certain cultural circumstances.	-Recognize some high-frequency idiomatic expressions.	-Recognize high-frequency idiomatic expressions.

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Spanish Immersion School

READING

PRE-NOVICE LOW	NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID
-Identify a limited number of common words, symbols and cognates.	-Recognize and knows sounds o the alphabet or character system. Combines sounds to read words. -Recognize and makes meaning of some words and high frequency phrases by using high frequency phrases by using phonics, syntax, contextual and visual cues. -Begin to get the gist of the main idea in simple texts on familiar topics. - Make very simple predictions.	-Read and understand some common cognates, borrowed words, and high frequency words from familiar material. -Use contextual and visual cues to make meaning of an increasing number of words and phrases (e.g., bilingual dictionaries, pattern books and children's literature). -Pick out the main idea by suing contextual and visual cues. -Make simple predictions.	-Read a short paragraph consisting of common cognates, borrowed words, and recombines words from familiar material. -Use cueing strategies (e.g., syntax, semantic, phonetic and contextual cues) to construct meaning from a wider variety of familiar texts (e.g., schedules, timetables). -Understand the relationship between main idea and some details. -Make reasonable predictions, anticipations and inferences.	-Read short simple texts on mostly familiar topics. Understand common cognates, borrowed words, and recognize some false cognates. -Use contextual clues and reading strategies to construct meaning for instructional and/or practical and social needs. -Paraphrase and draw simple conclusions based on the understanding of main ideas and supporting details. -Recognize the purpose of a text.	-Read a variety of more complex texts on some unfamiliar topics. -Use a variety of reading strategies to increase comprehension and learning from texts.. -Identify the sequence of events, main ideas, and details and facts. -Discuss and ask meaningful questions about a text. -Draw conclusions and support them with information from the text.

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WRITIING

PRE-NOVICE LOW	NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID
-Copy and write a limited number of symbols/characters.	-Copies basic autobiographical information, high frequency words, and memorized phrases. -Forms the symbols/characters of the language from written models. -Demonstrates awareness of print protocol (e.g., Japanese, writing from top to bottom and right to left).	-Writes basic autobiographical information, high frequency words, and memorized phrases from familiar material. -Employ print protocol	-Write simple original sentences from memorized and familiar material. -Employ print protocol and diacritical marks.	-Create/Compose, and initiate consecutive simple sentences on familiar topics. -Create/Compose loosely connected sentences with some paragraph structure.	-Create/Compose connected sentences with some paragraph structure.

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Culture

PRE-NOVICE LOW	NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID

-React to and use a few appropriate gestures and oral expressions for greetings, leave takings and common classroom interactions.	-React to and use appropriate gestures and oral expressions for greetings, leave takings and common classroom interactions.	-Initiate, comprehend, and use a few polite behaviors, appropriate gestures and oral expressions of the target culture in rehearsed, limited situations.	-Initiate, comprehend, and use polite behaviors, appropriate gestures and oral expressions of the target culture in daily activities.	6.5.1 Comprehend and use some common social conventions, social courtesies, and nonverbal cues in limited social situations.	6.6.1 Comprehend and use a variety of common social conventions, social courtesies, and nonverbal cues in limited social situations.
-Participate through imitation of patterns of behavior in age-appropriate cultural activities such as games, songs, birthday celebrations, story telling and dramatizations	-Participate through imitation of patterns of behavior in age-appropriate cultural activities such as games, songs, birthday celebrations, story telling and dramatizations.	-Model and sometimes initiate patterns of behavior in age-appropriate cultural activities such as games, sports, and entertainment (e.g., music, dance, and drama).	-Demonstrate with greater ease and enthusiasm patterns of behavior typical of age/grade level peers in the target culture in guided situations.	-Compare and contrast patterns of behavior typical of their age/grade level peers in the target culture and their own in guided situations.	-Identify, compare, and contrast some cultural behaviors from home and target language.
-Recognize a very few tangible products of the culture being studied.	-Recognize some tangible products of the culture being studied.	-Identify tangible products of the culture such as dress, types of dwellings and food.	-Identify a wider range of tangible products of the culture such as clothing, food, sports equipment and household products.	-Search for, identify, and compare the use of tangible products (e.g., sports equipment, household items, tools, foods, and clothing) of the culture studied as found within their homes and communities.	-Identify and compare some intangible products of the target culture as social, economic and/or political institutions.
-Begin to identify a very few common expressive products of the culture.	- Begin to identify some common expressive products of the culture.	- Identify some common expressive products of the culture such as songs, stories, games, and art.	- Identify expressive products of the culture from a wider range of topics such as songs, stories, games, and art.	-Identify and describe some expressive products (e.g., stories, poetry, music, artwork, dance, film or drama) of the target	-Identify and compare some expressive products of the target culture to their own

-Begin to identify a very few basic cultural practices of the target language culture such as bowing or shaking hands. -Identify a few places where the target language is spoken within the United States.	-Begin to identify a few basic cultural practices of the target language culture such as traditional celebrations. -Identify where the target language is spoken within the United States.	-Identify a few basic cultural practices of a second language culture such as traditional celebrations within the culture being studied. -Identify where the target language is used outside the United States.	-Identify and use some basic cultural practices from a wider range of second language cultures such as traditional celebrations. -Identify historical origins of why the target language is spoken in different locations.	culture. -Compare and contrast themes, ideas, practices or perspectives (e.g., gender roles and family traditions) of own and target culture. -Demonstrate awareness of regional/dialectical differences among speakers of the target language. h	culture. -Identify, compare and contrast themes, ideas, or perspectives (e.g., social, economic and/or political institutions) of the target cultures. -Compare and contrast regional/dialect differences, similarities and origins of the target languages.

Arco Iris
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SPEAKING PRESENTATIONAL MODE

PRE-NOVICE LOW	NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID

-Identify some common objects or people using memorized words, often relying on visual aids. .	-Identify common objects and people using memorized words, lists and phrases, often relying on visual aids.	-Present basic material using memorized phrases and simple sentences.	-Present material in a clear and organized manner using simple sentences and some strings of sentences.	-Present material in a clear and organized manner using strings of sentences -Attempt to maintain audience attention.	-Present organized material in a sustained, connected manner using more complex sentences. -Maintain audience attention.

Arco Iris
Spanish Immersion School

SPANISH STANDARDS

By level of proficiency

PRE-NOVICE LOW K-1	**Functions to Support the Standards**	**Text Type**	**Content/Context**	**Minimum Performance Standard Level Descriptor**

PRE-NOVICE LOW

K-1st

-Minimally respond to very simple memorized greetings and basic courtesy expressions. -Express quantities using a few numbers. -Minimally ask simple memorized questions. -Use a very few memorized vocabulary words in context.	-Make and respond to simple greetings and leave takings. -Use some familiar vocabulary in context.	Simple familiar language within a few specified topics and contexts; Short lists of a few vocabulary and/or memorized words or phrases	-Songs and Rhymes -Greetings/ Farewells -Parts of the body -Numbers -Colors	Using a few memorized words and phrases; students demonstrate a highly limited functional communicative ability. The student's oral production consists of less than 35 isolated words (given in an on-demand assessment). Pronunciation inaccuracies and interference from the native language characterize speech. Listeners who are very familiar to interacting with language learners might be able to understand.

Arco Iris Spanish Immersion School

SPANISH LANGUAGE STANDARDS PRE-NOVICE **LISTENING**

Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
- Recognize limited sounds/signs and a few isolated vocabulary words of the target language using visual and contextual clues. -Respond to some simple commands and requests.	-Comprehend vocabulary for numbers 1-20, parts of the body, some colors and shapes. -Comprehend greetings, farewells and some statements of feelings. -Listen to, imitate and use gestures in simple songs, rhymes and stories. -Distinguish differences	-Isolated words with repeated prompts and visual or other contextual clues.	-Songs and Rhymes -Greetings/ Farewells -Parts of the body -Numbers -Colors	The student's understanding is limited to very few (fewer than 35) isolated words, and high frequency social conventions (hello, good morning, thank you) and is often dependent upon the communication partner's use of objects, visuals, and gestures.

	between simple opposites (e.g., tall/short, hot/cold, black/white). -Perform simple commands (e.g., sit down, stand up, line up, get your pencil, open your books, etc.)			

Arco Iris Spanish Immersion School

SPANISH LANGUAGE STANDARDS PRE-NOVICE READING

Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
-Identify a limited number of common words, symbols and cognates.	-Recognize some symbols or characters of the alphabet -Read or demonstrate understanding of a few common cognates, borrowed and high frequency words or expressions from familiar material -Use some contextual or visual cues	Isolated characters, letters, words and some high frequency phrases.	-Simple labels -Calendar (the dae) -Alphabet -Photos and Pictures -Songs and Rhymes -Greetings/Farewells -Parts of the Body -Numbers -Colors	When reading, students identify isolated words when strongly supported by context and/or visual clues most of the time. The student's understanding is limited to occasional isolated words, such as cognates, borrowed words, and high frequency social conventions and is nearly always dependent upon the use of visuals.

Arco Iris Spanish Immersion School

SPANISH LANGUAGE STANDARDS PRE-NOVICE WRITING

Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance

				Standard Level Descriptor
-Copy and write a limited number of symbols/characters.	-Copy lists of some familiar objects and vocabulary	-Isolated letters and some simple familiar words	-Songs and Rhymes -Greetings/Farewells -Parts of the body -Numbers -Colors	-Writing consists entirely of copying lists of some words and phrases. Writing displays numerous errors (e.g., diacritical marks, misspellings, etc.). -Fill in blank spaces with familiar words of familiar topics

Arco Iris Spanish Immersion School

SPANISH LANGUAGE STANDARDS PRE-NOVICE SPEAKING PRESENTATIONAL MODE

Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
-Identify some common objects or people using memorized words, often relying on visual aids.	-Spell complete name.--Give telephone number -Greet someone at different times of the day. -State the day of the week. -Ask for classroom object (pencil, dictionary) -State colors of objects. -Make introductions of someone.	-Single words -Memorized phrases -Heavy reliance on native language words and phrases, non-verbal expression, and visuals to communicate.	Songs and Rhymes Greetings/ Farewells Parts of the body Numbers Colors	Using memorized words and phrases; students demonstrate very limited functional communicative ability. Pronunciation inaccuracies and interference from the native language characterize speech. Students are understood only by those who are very accustomed to interacting with language learners.

Arco Iris Spanish Immersion School

SPANISH LANGUAGE STANDARDS PRE-NOVICE CULTURE

Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
-React to and use a few appropriate gestures and oral expressions for greetings, leave takings and common classroom interactions. -Participate through imitation of patterns of behavior in age-appropriate cultural activities such as games, songs, birthday celebrations, story telling and dramatizations -Recognize a very few tangible products of the culture being studied. -Begin to identify a very few common expressive products of the culture. -Begin to identify a very few basic cultural practices of the target language culture such as bowing or shaking hands. -Identify a few places where the target language is spoken within the United States.		-Songs and Rhymes -Greetings/ Farewells -Games -Celebrations -Storytelling -Folktales -Plays -Art -Dance	At this stage a student describes the target culture based on common misconceptions and stereotypes, identifies a very few products as belonging to a specific culture. Imitates the use of culturally appropriate vocabulary and non-verbal behaviors modeled by the teacher.

NOVICE LOW

1st/2nd

SPANISH LANGUAGE STANDARDS NOVICE LOW SPEAKING

Benchmark Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
-Exchange very simple memorized greetings,	-Make and respond to greetings, introductions	-Predictable or simple familiar language	-Basic objects (e.g., classroom, household,	Using memorized words and phrases; students demonstrate highly

introductions, leave takings, and information about self. -Express quantities in numbers, state time, address and telephone numbers. -Ask memorized, well-rehearsed questions on familiar topics. -Name a number of common, familiar objects in context. -Repeat simple directions and commands.	and leave takings. -Exchange simple information about self. -State time, address and telephone numbers. -Use familiar vocabulary in context	within a few known or specified topics and contexts; -Short lists of vocabulary and/or memorized words or phrases, learned formulae and patterns, generally 2-3 word utterances.	personal) -Self (autobiographical) -Introductions -Family members -Pets -Calendar -Clock time -Alphabet -Shapes	limited functional communicative ability. Given adequate time and familiar cues, may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. The student's oral production consists of isolated words and perhaps a few high frequency phrases. Pronunciation inaccuracies and interference from the native language usually characterize speech. Those who are very accustomed to interacting with language learners understand them only with great difficulty.

Arco Iris Spanish Immersion School

SPANISH LANGUAGE STANDARDS NOVICE LOW LISTENING

Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
-Comprehend some isolated, familiar everyday words/signs and expressions on a limited range of topics. -React to simple	-Comprehend vocabulary having to do with basic objects. -Comprehend high frequency expressions (e.g., self, greetings, introductions, family members, clock time, and calendar). -Perform simple	-Isolated words with repeated prompts and obvious contextual clues.	-Basic objects (e.g., classroom, household, personal) -Self (autobiographical, etc.) -Introductions -Family members -Calendar -Clock time -Pets -Alphabet -Shapes	The student's understanding is limited to occasional isolated words, such as cognates, borrowed words and high frequency social conventions and is often dependent upon the communication partner's use of objects, visuals, and gestures in speaking.

commands, requests, and short series of directions.	commands, requests, and short series of directions. -Recognize differences in the sound systems of English and the target language			

Arco Iris Spanish Immersion School

SPANISH LANGUAGE STANDARDS NOVICE LOW READING

Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
-Recognize and knows sounds of the alphabet or character system. Combines sounds to read words. -Recognize and makes meaning of some words and high frequency phrases by using high frequency phrases by using phonics, syntax, contextual and visual cues. -Begin to get the gist of the main idea in simple texts on familiar topics. -Make very simple	-Know the symbols/characters of the alphabet -Combine symbols/characters to read high frequency words -Read and demonstrate understanding of some common cognates, borrowed and high-frequency words and expressions from familiar material -Use contextual and visual cues	-Isolated characters, letters, words and some high frequency phrases.	-Posters -Common signs -Authentic, educationally designed and/or teacher-created materials within highly predictable common situations of everyday life. -Basic objects (e.g., classroom, household, personal) -Self (autobiographical) -Introductions -Family members -Pets -Calendar -Clock time -Alphabet -Shapes	When reading, the student can identify and comprehend isolated words and some common high frequency phrases when supported by context and/or visual cues. Understanding is limited to occasional isolated words, such as cognates, borrowed words and high frequency words and social conventions. Understanding is enhanced through the use of visuals.

predictions.				

SPANISH LANGUAGE STANDARDS NOVICE LOW WRITING

Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
-Copies basic autobiographical information, high frequency words, and memorized phrases. -Forms the symbols/characters of the language from written models. -Demonstrates awareness of print protocol (e.g., Japanese, writing from top to bottom and right to left).	-Make lists of familiar objects and vocabulary -Spell familiar words using the target language alphabet. -Express simple ideas in short memorized phrases	-Isolated letters and simple words from classroom environment and a few formulaic expressions and patterns. -Writes from a simple model.	Basic objects (e.g., classroom, household, personal) Self (autobiographical) Introductions Family members Pets Calendar Clock time Alphabet Shapes Simple labels Posters Common signs	Writing consists entirely of reproducing lists of familiar memorized, high frequency words and phrases. Writing displays numerous errors (e.g., diacritical marks, misspellings, etc.).

Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
-Identify common objects and people using memorized words, lists and phrases, often relying on visual aids.	-State the time -List family members -Describe pets often relying on visual aids. -Give autobiographical information -Identify and list common objects -State the date (month, day, and year)	Memorized words and phrases.	-Basic objects (e.g., classroom, household, personal) -Self (autobiographical) -Introductions -Family members -Pets -Calendar -Clock time -Alphabet -Shapes	Using memorized words and phrases; students demonstrate very limited functional communicative ability. Pronunciation inaccuracies and interference from the native language characterize speech. Students are understood only by those who are very accustomed to interacting with language learners.

Arco Iris
Spanish Immersion School

SPANISH LANGUAGE STANDARDS NOVICE LOW CULTURE

Standards	Content/Context	Minimum Performance Standard Level Descriptor

-React to and use appropriate gestures and oral expressions for greetings, leave takings and common classroom interactions. -Participate through imitation of patterns of behavior in age-appropriate cultural activities such as games, songs, birthday celebrations, storytelling and dramatizations. -Recognize some tangible products of the culture being studied. -Begin to identify some common expressive products of the culture. -Begin to identify a few basic cultural practices of the target language culture such as traditional celebrations. -Identify where the target language is spoken within the United States.	-Basic objects (e.g., classroom, household, personal) -Self (autobiographical) -Introductions -Family members -Pets -Calendar -Clock time -Shapes -Alphabet	At this stage a student describes the target culture based on common misconceptions and stereotypes, identifies some products as belonging to a specific culture. Imitates the use of culturally appropriate vocabulary, idiomatic expressions, and non-verbal behaviors modeled by the teacher.

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NOVICE MID

2nd/3rd

SPANISH LANGUAGE STANDARDS NOVICE MID SPEAKING

Benchmark Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
-Exchange memorized greetings, introductions, leave takings, and basic personal information. -Express numbers in quantities, time, dates, cost, phone numbers and addresses. -Ask memorized questions in highly predictable, common daily settings. -Use memorized words and learned phrases in familiar contexts. -Give some memorized directions and commands.	-Provide basic personal information -Introduce self & other people & responds to introductions using culturally appropriate greetings. -Give simple descriptions -Ask & answer simple questions about likes and dislikes -Provide information about everyday activities -Ask & answer simple questions on familiar topics using memorized responses/phrases	-Predictable or simple familiar language within rehearsed, known or specified topics and contexts; -Memorized words phrases and patterns.	Content from novice low, plus: -Seasons -Weather -Activities (sports, leisure) -Home -Currency -Clothing -Animals -Friends/People -Foods -School -Simple basic needs and courtesies (i.e. likes, dislikes, preferences, common personal and everyday information.)	Students demonstrate a functional communicative ability based on memorized, isolated words and high frequency phrases that are limited to handling simple elementary needs and expressing basic courtesies. Long pauses and repetition of words characterize the students' oral production. Pronunciation inaccuracies and interference from the native language usually characterize speech. Students often show evidence of false starts, prolonged and unexpectedly placed pauses, and recourse to their native language. Because of hesitations, lack of vocabulary, inaccuracy, or failure to respond appropriately, even sympathetic listeners accustomed to dealing with non-natives may understand speakers with great difficulty. When called on to handle topics by performing functions associated with the higher levels, they frequently resort to repetition, words from their first language, or silence.

SPANISH LANGUAGE STANDARDS NOVICE MID LISTENING

Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
-Extract main ideas from short, simple conversations, narratives and presentations on a limited range of familiar topics in everyday situations. -React to a series of simple commands and requests. -Recognize cultural differences between formal and informal language.	-Demonstrate comprehension of: likes and dislikes, abilities, location, frequency expressions, and simple descriptions -Identify main ideas on familiar topics -Identify some important ideas embedded in familiar contexts and/or curricular areas -Understand short & simple conversations on familiar topics in live or recorded materials. -Sometimes recognize cognates, prefixes, and thematic vocabulary.	-Memorized or rehearsed words, phrases, simple questions, commands, statements.	Content from novice low, plus: -Seasons -Weather -Activities (sports, leisure) -Home -Currency -Clothing -Animals -Friends/People -Foods -School -Simple basic needs and courtesies (i.e. likes, dislikes, preferences, common personal and everyday information.)	The student comprehends some words and phrases from simple, predictable questions, statements, high frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The student often requires strong contextual support (gestures, objects, visuals, or previously presented materials) at a slower than normal rate of speech and/or with repetitions.

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SPANISH LANGUAGE STANDARDS NOVICE MID **READING**

Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
-Read a short paragraph	-Read and demonstrate	-Patterned	Content from novice low,	When reading, the student

consisting of common cognates, borrowed words, and recombines words from familiar material. -Use cueing strategies (e.g., syntax, semantic, phonetic and contextual cues) to construct meaning from a wider variety of familiar texts (e.g., schedules, timetables). -Understand the relationship between main idea and some details. -Make reasonable predictions, anticipations and inferences.	understanding of some common cognates, borrowed and high-frequency words and expressions from familiar material -Understand familiar words, phrases, and simple sentences in authentic written materials, re-reading as required -Understand basic questions on standardized forms well enough to give the most important information about self (name, date of birth, nationality) -Distinguish between questions, statements & explanations	sentences -Simple sentences -Major phrases -Short texts that are enhanced by visual cues -Simple cloze texts	plus: -Lists -Notes -Tickets -Brochures -Advertisements -Other media -Familiar children's literature Simple geographical information (e.g., maps) Bilingual or picture dictionaries -Authentic, educationally designed and/or teacher-created materials within highly predictable common everyday situations. -Animals, Friends, People, Foods, Weather, Seasons, Home, Currency, School, Clothing, Activities	understands important information and begins to pick out the main idea when strongly supported by contextual and/or visual cues. Reading is limited to short phrases including cognates and borrowed words. Comprehension may require re-reading and is limited to familiar materials.

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SPANISH LANGUAGE STANDARDS NOVICE MID **WRITING**

Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
-Writes basic autobiographical information, high frequency words, and memorized phrases	-Write short messages and express simple ideas using memorized phrases and sentences	-Memorized words, high frequency phrases Simple sentences	Content from novice low, plus: -Seasons -Weather -Activities (sports, leisure)	Writing continues to consist of reproducing memorized words and phrases on familiar topics. Writing exhibits some error (e.g., interference from first language,

from familiar material. -Employ print protocol (e.g., Japanese, writing from top to bottom and right to left)	-Fill in standardized form with personal details (name, age, telephone number) -Write about self-using learned phrases & memorized expressions -Write lists based on familiar material	Patterned sentences Cloze	-Home -Currency -Clothing -Animals -Friends/People -Foods -School -Simple basic needs and courtesies (i.e. likes, dislikes, preferences, common personal and everyday information.) -Grocery lists Menus Simple forms	misspellings, lack of diacritical marks, common words order, etc.). A sympathetic reader can understand most of what is being presented.

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SPANISH LANGUAGE STANDARDS -NOVICE MID **SPEAKING PRESENTATIONAL MODE**

Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
-Present basic material using memorized phrases and simple sentences.	-State prices -Formulate simple questions with and without interrogative words. -Give simple directions -State what ails/hurts -Give personal information	-Memorized words and phrases -Simple short sentences -Relies heavily on repetition, non-verbal expression	Content from novice low, plus: -Seasons -Weather -Activities (sports, leisure) -Home -Currency -Clothing -Animals	Using memorized words and phrases; students demonstrate very limited functional communicative ability. Pronunciation inaccuracies and interference from the native language characterize speech. Students are understood only by those who are very accustomed

	(address, telephone number, nationality, age, family) using words & phrases -Talk about likes & dislikes using words & phrases -Describe self-using words & phrases	(gestures, facial expressions), and visuals to communicate a message.	-Friends/People -Foods -School -Simple basic needs and courtesies (i.e. likes, dislikes, preferences, common personal and everyday information.)	to interacting with language learners.

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SPANISH LANGUAGE STANDARDS NOVICE MID **CULTURE**

Standards	Content/Context	Minimum Performance Standard Level Descriptor

-React to and use appropriate gestures and oral expressions for greetings, leave takings and common classroom interactions. -Participate through imitation of patterns of behavior in age-appropriate cultural activities such as games, songs, birthday celebrations, storytelling and dramatizations. -Recognize some tangible products of the culture being studied. -Begin to identify some common expressive products of the culture. -Begin to identify a few basic cultural practices of the target language culture such as traditional celebrations. -Identify where the target language is spoken within the United States.	Content from novice low, plus: -Basic objects (e.g., classroom, household, personal, city places, jobs) -Self (autobiographical) -Introductions -Family members -Pets -Calendar -Clock time -Shapes -Alphabet	At this stage a student describes the target culture based on common misconceptions and stereotypes, identifies some products as belonging to a specific culture. Imitates the use of culturally appropriate vocabulary, idiomatic expressions, and non-verbal behaviors modeled by the teacher.

NOVICE HIGH

3rd/4th

SPANISH LANGUAGE STANDARDS NOVICE HIGH SPEAKING

Benchmark Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
-Exchange basic personal information, preferences, and personal needs.	-Interact using simple language in real-life situations such as ordering in a restaurant, making purchases in a store or	-Simple and/or incomplete sentences.	Content from novice low, novice mid, plus: -Nationality City/Town/Community	Students demonstrate a functional communicative ability that continues to be characterized by memorized phrases rather than of personalized,

-Exchange information using time, date, prices and location in common situations. -Ask and answer simple questions, using familiar, learned materials. -Formulate simple statements and descriptions using familiar and some recombination of learned material. -Give basic, simple directions and commands.	post office, visiting with family & friends -Ask for & give directions referring to a map or plan in a familiar context -Make social arrangements that include date, time, & place -Exchange personal information such as address, telephone number, age, nationality, family, likes & dislikes -Discuss with other people what do, where to go, & when to meet -Ask people for things & give people things -Ask people questions about where they live, people they know, things they have, etc. & answer such questions addressed to self, provided questions are spoken slowly & clearly	-Sustain sentence level for more than half the time and relies on word/phrase level language. Sample activities: -Call a friend to plan an outing. -Determine what activity and negotiate the time and place. . -Order food in a restaurant. -Exchange money in a bank. -Make purchases in a shop or store.	-Stores/Shopping -Schedules -Daily routine -Geography -Social Activities - Interests -Transportation -Simple survival real-life situations (i.e. asking for directions, ordering a meal, making purchases in a store/post office, visiting with family & friends).	situational-adapted ones although in the context of a widening vocabulary and basic personal topics. The students show signs of spontaneity although this falls short of real autonomy of expression. The students usually comprehend words and phrases from simple questions, statements, high frequency commands and courtesy formulae. Speech is usually characterized by pronunciation inaccuracies and interference from the native language; however, accuracy in pronunciation and intonation is demonstrated when presenting well-rehearsed material on familiar topics. Students often show evidence of false starts, prolonged and unexpectedly placed pauses, and recourse to their native language. Students are understood primarily by those who are very accustomed to interacting with language learners.

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SPANISH LANGUAGE STANDARDS NOVICE HIGH LISTENING

Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
2.4.1 Extract main ideas and some details from simple conversations, narratives and presentations on familiar topics in everyday situations. 2.4.2 React to basic multiple-step commands and requests.	Understand short, simple conversations and/or narratives within highly predictable & familiar topics in live or recorded materials Understand the essential information of an extended	High frequency and other memorized expressions. Words, phrases and short sentences supported by contextual cues.	Content from Benchmarks 1 – 3, plus: Nationality City/Town/Community Stores/Shopping Schedules Daily routine	The ability to comprehend simple questions, statements, and commands, some new sentences with strong contextual support and simple narratives in familiar topic areas; especially when these are enhanced by pantomime, props and/or visuals. Students may require repetition, rephrasing, and/or a slowed

2.4.3 Recognize specific expressions used for certain cultural circumstances.	conversation around self on short familiar topics provided that the language is spoken slowly & clearly Understand the main point of short, clear, simple spoken messages & announcements related to familiar topics Consistently recognize cognates, prefixes and thematic vocabulary to help me understand live or recorded spoken language		Geography Social Activities Interests Transportation Authentic sources from a variety of media – TV, radio, Internet, video/DVD, cassette, CD, etc.	rate of speech.

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SPANISH LANGUAGE STANDARDS NOVICE HIGH **READING**

Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor

3.4.1 Read a short paragraph consisting of common cognates, borrowed words, and recombines words from familiar material. 3.4.2 Use cueing strategies (e.g., syntax, semantic, phonetic and contextual cues) to construct meaning from a wider variety of familiar texts (e.g., schedules, timetables). 3.4.3 Understand the relationship between main idea and some details. 3.4.4 Make reasonable predictions, anticipations and inferences.	▪ Understand short narratives about everyday things dealing with topics that are familiar if the text is written in simple language ▪ Understand simple sentences, questions & exclamations dealing with familiar topics ▪ Understand simple authentic written materials & identify the main idea(s) (such as ads, menus, etc.) ▪ Understand a simple personal letter or email in which the writer tells or asks about aspects of everyday life on familiar topics ▪ Identify some cognates that help understand the meaning ▪ Follow short simple written directions & instructions	Simple statements and questions Simple strings of sentences in paragraph form	Content from Benchmarks 1-3, plus: Short letters Postcards Headlines Rhyming poems Short narratives Simple cloze passages Timetables Authentic, educationally designed and/or teacher-created materials within highly predictable situations of everyday life. City/Town/community Daily routines Stores/Shopping Geography Transportation Schedules Social activities/Interests	Students continue to rely on illustrations and other contextual cues to aid comprehension of short written passages. Students read simple statements and questions as well as high frequency words and phrases. Students use text makers to add to flow and comprehension. Students begin to self-correct by re-reading text.

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SPANISH LANGUAGE STANDARDS NOVICE HIGH WRITING

Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
-Write simple original	-Write lists, short messages,	-Lists of simple	Content from novice low, novice mid, plus:	Writing consists of combining and

sentences from memorized and familiar material. -Employ print protocol and diacritical marks.	postcards, & simple notes -Write using memorized phrases to discuss aspects of everyday life (family, school, leisure activities) -Write simple sentences describing self & others	sentences of recombined and memorized words and phrases. -Strings of sentences on the same topic.	-Short letters -Postcards -Simple poems -Fill-in-the-blanks -Invitations -Short e-mails -Guided compositions -Context: -City/Town/Community -Stores and Shopping -Daily routine -Geography -Transportation -Schedules -Social activities/Interests -Simple survival situations (i.e. asking for directions, ordering a meal).	recombining memorized words and phrases on familiar topics. Readers understand most of what is being presented. Writes all the symbols in an alphabetic system and/or 50-100 characters or compounds in a character writing system. Students often supplement their basic vocabulary with expressions acquired from other sources such as dictionaries. Writing continues to exhibit some errors that do not interfere with understanding.

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SPANISH LANGUAGE STANDARDS PRE-NOVICE LOW **SPEAKING PRESENTATIONAL MODE**

Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
-Present material in a clear and organized	-Give basic description of self, family, other people,	-Simple sentences.	Content from novice low, novice mid, plus:	Speech is usually characterized by pronunciation inaccuracies and

manner using simple sentences and some strings of sentences.	activities & personal experiences using simple sentences & phrases -Give basic description of hobbies & interests using basic sentences -Use previously memorized culturally appropriate idiomatic expressions & gestures	-Some strings of sentences.	-Nationality City/Town/Community -Stores/Shopping -Schedules -Daily routine -Geography -Social Activities - Interests -Transportation -Simple survival real-life situations (i.e. asking for directions, ordering a meal, making purchases in a store/post office, visiting with family & friends).	interference from the native language; however, accuracy in pronunciation and intonation is demonstrated when presenting well-rehearsed material on familiar topics.

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SPANISH LANGUAGE STANDARDS -NOVIE HIGH CULTURE

Standards	Content/Context	Minimum Performance Standard Level Descriptor

-Initiate, comprehend, and use polite behaviors, appropriate gestures and oral expressions of the target culture in daily activities. -Demonstrate with greater ease and enthusiasm patterns of behavior typical of age/grade level peers in the target culture in guided situations. -Identify a wider range of tangible products of the culture such as clothing, food, sports equipment and household products. -Identify expressive products of the culture from a wider range of topics such as songs, stories, games, and art. -Identify and use some basic cultural practices from a wider range of second language cultures such as traditional celebrations. -Identify historical origins of why the target language is spoken in different locations.	Content from novice low, novice mid, plus: -Nationality -City/Town/Community -Stores/Shopping -Schedules -Daily routine -Geography -Social Activities Interests -Transportation -Simple survival real-life situations (i.e. asking for directions, ordering a meal, making purchases in a store/post office, visiting with family & friends).	Within the context of daily activities, students use polite behaviors, appropriate gestures and oral expressions of the target culture; identify some basic products; use culturally appropriate practices and seek to clarify cultural practices, behaviors and traditions. Some cultural misconceptions and stereotypes still persist.

INTERMEDIATE LOW

4th/ 5th

SPANISH LANGUAGE STANDARDS INTERMEDIATE LOW SPEAKING

Benchmark Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
-Exchange information, perform basic survival tasks, and express preferences. -Use numbers, prices and times in common tasks such	-Give & seek personal views & opinions in an informal discussion with friends -State feelings and emotions -Ask & answer questions with	Sentences and strings of simple sentences on familiar topics; information-gap questions.	Content from novice low, novice mid, novice high plus: -Health -Occupations/careers -Celebrations -Travel/Vacation	Students demonstrate the communicative ability to create with the language by combining and recombining learned elements into a range of sentences and strings of sentences on very familiar topics. Students are able to initiate, minimally

as making purchases. -Initiate and respond to simple questions using known topics and vocabulary within the context of a familiar conversation. -Create, initiate and respond to simple statements within the scope of limited language. -Ask for and follow simple directions and instructions for a familiar simple task in steps.	some detail about routine personal information concerning myself, my family, home, and daily activities. -Communicate in sentences about my interests & personal preferences. -Ask and answer questions about food, shopping, travel lodging and a variety of other topics in uncomplicated situations. -Participate in a spontaneous discussion, but sometimes gaps in communication may occur.		-Environment -Future Planning -Goal setting -Relationships between units of meaning (comparisons, possession, negation) -Expressions of feeling (surprise, happiness, sadness, interest, & indifference) -Household tasks -Hobbies Survival situations; finding lodging, food, transportation, medical assistance, obtaining directions.	sustain and close, in a simple way, basic communicative tasks as well as ask and answer questions. Speech is primarily in present timeframe. The student may show inaccuracies as well as some interference from the native language when attempting to present less familiar materials.

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SPANISH LANGUAGE STANDARDS INTERMEDIATE LOW LISTENING

Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
-Extract main ideas plus supporting details in simple conversations and presentations on familiar topics in everyday situations. -React to multiple step commands and requests within familiar situations.	-Identify main ideas and most significant details on familiar topics -Identify most significant ideas embedded in familiar contexts and/or curricular areas -Understand longer	Strings of sentences consisting of recombined learned elements.	Content from novice low, novice mid, novice high plus: -Health -Occupations/careers -Celebrations -Travel/Vacation -Environment -Future Planning -Goal setting	The student comprehends content that refers to basic personal background and needs, social conventions, and routine tasks although understanding is often uneven and misunderstandings in both main ideas and details frequently arise. Students demonstrate comprehension of the main ideas and some details from sentence-length utterances that consist of re-combinations of learned elements in a

-Recognize some high-frequency idiomatic expressions.	conversations & narratives on some unfamiliar topics in live & recorded materials -Sometimes use background knowledge & contextual clues to understand simple stories, personal correspondence, and other contextualized spoken messages		-Relationships between units of meaning (comparisons, possession, negation) -Expressions of feeling (surprise, happiness, sadness, interest, & indifference) -Household tasks -Hobbies -Topics presented on TV, radio, film, and computer-generated presentations.	limited number of content areas, particularly with strong contextual support. Understanding is often uneven; repetition and rewording may be necessary.

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SPANISH LANGUAGE STANDARDS INTERMEDIATE LOW READING

Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
-Read short simple texts on mostly familiar topics. Understand common cognates, borrowed words, and recognize some false cognates. -Use contextual clues and reading strategies to construct meaning for instructional and/or practical and social needs. -Paraphrase and draw simple conclusions based on the understanding of main ideas and supporting details. -Recognize the purpose of a text.	-Read & understand main points & some details in short, authentic or teacher-generated text, e.g. poems, short literary text, periodicals -Skim authentic written materials to find relevant, basic facts such as prices, locations, times, etc. -Provide a sequence of main events from text -Draw inferences and make simplistic predictions and conclusions -Understand familiar words, phrases, and sentences in	-Mostly simple passages with clear underlying structure. -Short, simple texts on mostly familiar topics.	Content from novice low, novice mid, novice high plus: -Simple stories and personal correspondence (including e-mail/text messaging), poems, short literary texts, periodicals. -Simple authentic written materials about familiar topics. -Contextualized print drawn from authentic, educationally designed and/or teacher-created materials within the context of informal social settings, some transactional situations, and topics mostly related to self and the immediate	Students demonstrate comprehension of the main ideas and some details from the simplest connected texts dealing with basic personal and social needs. Students use background knowledge, contextual clues and reading strategies (i.e. gleaning information from the first and last paragraphs), to aid comprehension of written passages. Some misunderstandings will occur.

	authentic written materials with minimal re-reading		environment/surroundings. (See Benchmark 5 content for other Standards)	

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SPANISH LANGUAGE STANDARDS INTERMEDIATE LOW WRITING

Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
-Create/Compose, and initiate consecutive simple sentences on familiar topics.	-Write messages, short letters, simple descriptions and simple narrations -Write a series of simple sentences about self & describe aspects of everyday life (family, school, leisure activities) -Write simple questions about aspects of everyday life (family, school, leisure activities, basic needs) -Write using some culturally appropriate idiomatic expressions -Sometimes write about unfamiliar topics by using familiar phrases	Recombination of learned vocabulary and structures into simple sentences and strings of sentences.	Content from novice low, novice mid, novice high plus: Health Occupations/careers Celebrations Travel/Vacation Environment Future Planning Goal setting Relationships between units of meaning (comparisons, possession, negation) Expressions of feeling (surprise, happiness, sadness, interest, & indifference) Household tasks Hobbies Relationships between units of meaning (comparisons, possession, negation) Survival situations; finding lodging, food, transportation, medical assistance, obtaining directions.	Written presentations are characterized by the students' ability to create with the language by combining and recombining learned vocabulary and structures into a range of sentences and strings of sentences on familiar and some unfamiliar topics. Writing is primarily in the present tense, but may exhibit the use of past and future tenses. Writing, regardless of existing errors in grammar, spelling, and punctuation is understood by a sympathetic reader. Re-reading may be necessary occasionally for comprehension of the message.

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SPANISH LANGUAGE STANDARDS INTERMEDIATE LOW SPEAKING PRESENTATIONAL MODE

Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
-Present material in a clear and organized manner using strings of sentences -Attempt to maintain audience attention.	-Give basic description of self, family, other people, activities & personal experiences using several simple sentences. -Describe interests, activities, home, & personal experiences using several simple sentences. -Talk about things that are happening & are going to happen. -Talk about needs, wants, & preferences -Summarize short passages in a simple fashion. -Use some culturally appropriate idiomatic expressions & gestures. -Sometimes talk about unfamiliar topics by using familiar phrases & gestures	Simple sentences. Strings of sentences.	Content from novice low, novice mid, novice high plus: -Health -Occupations/careers -Celebrations -Travel/Vacation -Environment -Future Planning -Goal setting -Relationships between units of meaning (comparisons, possession, negation) -Expressions of feeling (surprise, happiness, sadness, interest, & indifference) -Household tasks -Hobbies -Survival situations; finding lodging, food, transportation, medical assistance, obtaining directions.	Students occasionally use circumlocution when faced with difficult syntactic structures, problematic spelling or unfamiliar vocabulary as well as memory aids (notes, visuals) to facilitate presentations. Communicate about familiar topics with sufficient accuracy that listeners understand most of what is presented. Formulate presentations on familiar topics, using a range of sentences and strings of sentences primarily in present time but also, with preparation in past and future time. May show inaccuracies as well as some interference from the native langue when attempting to present less familiar material. Supplement their basic vocabulary with expressions acquired from other sources such as dictionaries.

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SPANISH LANGUAGE STANDARDS INTERMEDIATE LOW CULTURE

Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
-Comprehend and use some common social conventions, social courtesies, and nonverbal cues in limited social situations. -Compare and contrast patterns of behavior typical of their age/grade level peers in the target culture and their own in guided situations. -Search for, identify, and compare the use of tangible products (e.g., sports equipment, household items, tools, foods, and clothing) of the culture studied as found within their homes and communities. -Identify and describe some expressive products (e.g., stories, poetry, music, artwork, dance, film or drama) of the target culture. -Compare and contrast themes, ideas, practices or perspectives (e.g., gender roles and family traditions) of own and target culture. -Demonstrate awareness of regional/dialectical differences among speakers of the target language.		Content from novice low, novice mid, novice high plus: -Health -Occupations/careers -Celebrations -Travel/Vacation -Environment -Future Planning -Goal setting -Relationships between units of meaning (comparisons, possession, negation) -Expressions of feeling (surprise, happiness, sadness, interest, & indifference) -Household tasks -Hobbies -Survival situations; finding lodging, food, transportation, medical assistance, obtaining directions.	At this stage students compare and contrast patterns of behavior and perspectives typical of their peers in the target culture and their own within guided situations; compare and contrast some basic products used in the target culture and their own; and, use culturally appropriate practices within daily activities. Misconceptions and stereotypes begin to breakdown.

INTERMEDIATE MID

5th/ 6th

SPANISH LANGUAGE STANDARDS INTERMEDIATE MID SPEAKING

Benchmark Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor

-Exchange personal feelings, thoughts, ideas and basic opinions. -Use numbers in a widening variety of tasks, such as making appointments and reservations. -Initiate and briefly maintain a conversation using a series of simple, related questions and responses. -Initiate, sustain and close a basic communicative task by combining and recombining learned elements. -Give multi-step directions for a simple task.	▪ Engage in extended conversations & participate in discussions on most general topics ▪ With occasional difficulty, formulate questions & obtain information related to work, school, recreation and particular areas of interest ▪ Exchange considerable quantities of detailed factual information on matters within my field of interest ▪ Convey degrees of emotion & react appropriately to the emotions of others ▪ Support opinions & make recommendations by providing relevant explanations, arguments, & comments	Strings of sentences about a single topic in an organized form; multiple information-gap questions related to a single topic.	Content from novice low, novice mid, novice high, intermediate low plus: Areas of personal interest Education/Careers Language for specific purposes in at least one of the following Career Strands: ▪ Health Services ▪ Arts & Communication ▪ Industrial and Engineering ▪ National Resources ▪ Business & Management ▪ At least two academic areas: (Math, Science, Language Arts)	Students demonstrate the ability to function in a wide variety of uncomplicated, basic communicative tasks and social situations recombining learned vocabulary and structures and demonstrating partial control of present timeframe. Students can participate in simple conversations. Students are able to initiate, sustain, and close basic communicative tasks as well as ask and answer questions. The students use pronunciation and intonation patterns that can be understood only by those accustomed to interacting with language learners although they frequently make false starts and pause to search for words. Students occasionally supplement their basic vocabulary with expressions acquired from other sources such as dictionaries. Students occasionally use circumlocution when faced with difficult syntactic structures, problematic spelling or unfamiliar vocabulary as well as memory aids (notes, visuals) to facilitate presentations.

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SPANISH LANGUAGE STANDARDS INTERMEDIATE MID LISTENING

Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
-Extract the main idea plus significant supporting details	• Frequently identify main ideas and specific information on	Strings of sentences within	Content from novice low, novice mid, novice high,	The student comprehends content that refers to basic personal background and needs,

from longer and more complex conversations, presentations, and narratives on a wider variety of familiar everyday topics. -React to multiple step commands and requests with some complexity. -Recognize high-frequency idiomatic expressions.	more & more topics presented on TV, radio, film, & computer-generated presentations with some help • Identify significant ideas embedded in familiar contexts and/or curricular areas • Understand longer, more complex conversations & narratives on more unfamiliar topics in live & recorded materials • Frequently use background knowledge & contextual clues to understand simple stories, personal correspondence, and other contextualized spoken messages • Understand when people are talking about events in different time frames	face-to-face conversation on a variety of familiar topic.	intermediate low plus: Language for specific purposes in at least one of the following CAM Strands: • Health Services • Arts & Communication • Industrial and Engineering • National Resources • Business & Management At least two academic areas: (Math, Science, Language Arts) Topics presented on TV, radio, film, Internet, and computer-generated presentations.	social conventions and short routine tasks although understanding can be uneven and misunderstanding of details occasionally arise. Students demonstrate comprehension of the main ideas and a few significant details of spoken passages in familiar contexts occasionally inferring meaning of many unfamiliar words in order to understand the gist of the passages. When listening, students use background knowledge, contextual clues, paraphrases and redundancy to aid comprehension of spoken passages.

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SPANISH LANGUAGE STANDARDS INTERMEDIATE MID READING

Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
-Read a variety of more complex texts on some unfamiliar topics. -Use a variety of reading strategies to increase	▪ Read short narratives & authentic materials on familiar & new topics & identify the main idea & some details ▪ Guess the meaning of	Short literary or informational texts on familiar topics or topics of personal interest. Simple texts with a	Content from novice low, novice mid, novice high, intermediate low plus: Short literary texts Current events Abbreviated stories	Students demonstrate an understanding of most of the details relating to who, what, when in familiar contexts. Comprehension of details is increasing but dependent on background knowledge, contextual clues, and reading

comprehension and learning from texts.. -Identify the sequence of events, main ideas, and details and facts. -Discuss and ask meaningful questions about a text. -Draw conclusions and support them with information from the text.	certain words by studying the context & looking for cognates ▪ Understand short, straightforward descriptions of persons, places, and things written for a wide audience. ▪ Understand the description of events, feelings, & wishes in personal written communication on familiar topics ▪ Understand connected texts dealing with a variety of familiar topics	clear underlying internal structure.	Translated texts Poems Non-complex plays Personal journals and writings Multimedia/online or other sources Read authentic, educationally designed, or teacher-created texts within the context of informal social settings, a limited number of transactional situations, and topics mostly related to self and the immediate environment/surroundings. (See content from previous Benchmark 6 modes)	strategies. Can summarize the main idea and provide sequence of two to three events of a familiar text.

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SPANISH LANGUAGE STANDARDS INTERMEDIATE MID WRITING

Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
-Create/Compose loosely connected sentences with some paragraph structure.	• Write short letters, descriptions, explanation and simple narrations • Write guided compositions, descriptions, requests for information, & simple directions • Write about personal preferences & experiences, daily routines, & common events	Strings of sentences in paragraph form.	Content from novice low, novice mid, novice high, intermediate low plus: Short literary texts Current events Abbreviated stories (Paraphrase) Poems Simple plays Online sources Language for specific purposes in at least one of the following	Written presentations are characterized by the students' ability to create with the language by combining sentences into paragraph form on familiar and some unfamiliar topics. Writing exhibits control of the present tense with some use of another timeframe. Interference from the first language appears when the student attempts more complex structures (e.g., compound sentences and subordinating clauses). Writing continues to exhibit errors but does not require re-reading to

	• Often include a series of connecting sentences • Write in present time & occasionally use other time frames • Include more idiomatic phrases appropriately • Use familiar language to write about some unfamiliar topics, even when a specific word is not known		CAM Strands: • Health Services • Arts & Communication • Industrial and Engineering • National Resources • Business & management At least two academic areas: (Math, Science, Language Arts)	understand the message.

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SPANISH LANGUAGE STANDARDS INTERMEDIATE MID **SPEAKING PRESENTATIONAL MODE**

Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
-Present organized material in a sustained, connected manner using more complex sentences. -Maintain audience attention.	▪ Explain & give reasons for plans, intentions, & actions ▪ Express plan for the near future ▪ Describe past activities & personal experiences ▪ Give detailed accounts of experiences & express feelings & reactions ▪ Give clear, detailed descriptions on subjects related to self ▪ Narrate a story based on picture prompts ▪ Summarize short stories & news items ▪ Use more idiomatic phrases appropriately ▪ Use familiar language to talk	Simple sentences, strings of sentences, use of connectors.	Content from novice low, novice mid, novice high, intermediate low plus: Language for specific purposes in at least one of the following CAM strands: • Health Services • Arts & Communications • Industrial & Engineering • Natural Resources • Business & Management At least two academic areas (Math, Science, English/Language Arts)	Students occasionally use circumlocution when faced with difficult syntactic structures, problematic spelling or unfamiliar vocabulary as well as memory aids (notes, visuals) to facilitate presentations. Communicate about familiar topics with sufficient accuracy that listeners understand most of what is presented. Formulate presentations on familiar topics, using a range of sentences and strings of sentences primarily in present time but also, with preparation in past and future time. May show inaccuracies as well as some interference from the native langue when attempting to present less familiar material.

	about some unfamiliar topics, even when the specific word(s) are not known			Supplement their basic vocabulary with expressions acquired from other sources such as dictionaries.

SPANISH LANGUAGE STANDARDS INTERMEDIATE MID CULTURE

Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor

-Comprehend and use a variety of common social conventions, social courtesies, and nonverbal cues in limited social situations. -Identify, compare, and contrast some cultural behaviors from home and target language. -Identify and compare some intangible products of the target culture as social, economic and/or political institutions. -Identify and compare some expressive products of the target culture to their own culture. -Identify, compare and contrast themes, ideas, or perspectives (e.g., social, economic and/or political institutions) of the target cultures. 6.6.6 Compare and contrast regional/dialect differences, similarities and origins of the target languages.		Content from novice low, novice mid, novice high, intermediate low plus: • Areas of personal interest • Education/careers • Language for specific purposes in at least one of the following CAM strands: • Health Services • Arts & Communications • Industrial & Engineering • Natural Resources • Business & Management At least two academic areas (Math, Science, English/Language Arts)	Demonstrates awareness of the target culture's influences in the products and practices of their own culture. Recognizes some differences and similarities in the perspectives of the target culture and their own. Can negotiate some simple social situations applying appropriate cultural norms. Interprets simple oral or written texts using knowledge of their own culture and that of the target culture.

	1º GRADO	2º GRADO	3º GRADO	4º GRADO	5º GRADO	6º GRADO

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SPANISH
Grammar program

SENTENCES	»Identify words in a sentence »Identify that a sentence starts with capital letter and ends with a period. »Order of words in a sentence »Simple sentences	»Identify words in a sentence »Identify that a sentence starts with capital letter and ends with a period. »Order of words in a sentence »Simple sentences	»Simple and compound sentences »Interrogative and exclamatory sentences »Agreement between subject and predicate	»Simple and compound sentences »Interrogative and exclamatory sentences »Agreement between subject and predicate	»Simple and compound sentences »Declarative and imperative sentences	»Simple and compound sentences »Declarative and imperative sentences
PHRASES			»Identify the difference between a phrase and a sentence	»Identify the difference between a phrase and a sentence	»Identify adverbial phrases.	»Identify adverbial and prepositional phrases.
SUBJECT	»Simple (pronouns and names) and complete subjects of simple sentences with verb to be or action verbs. »Position of the subject at the beginning of a sentence. »Complete sentences with the appropriate subject	»Simple (pronouns and names and complete subjects of simple sentences with verb to be or action verbs. »Position of the subject at the beginning of a sentence. »Complete sentences with the appropriate subject	»Simple and complete subjects »Position of the subject beginning, middle and end »Implied subject by the conjugation of the verb	»Simple and complete subjects »Position of the subject beginning, middle and end »Implied subject by the conjugation of the verb	»Compound subject »Position of the subject beginning, middle and end »Implied subject by the conjugation of the verb	»Compound subject »Position of the subject beginning, middle and end »Implied subject by the conjugation of the verb
SUBJECT MODIFIERS			»Subject direct modifiers (articles and adjectives)	»Subject direct modifiers (articles and adjectives)	»Subject indirect modifiers (noun construction with a preposition)	»Subject indirect modifiers (noun construction with a preposition)
PREDICATE	» Identify predicate »Identify verb as the main part of the predicate. »Position of the predicate after the subject »Verb agreement with the subject	» Identify predicate »Identify verb as the main part of the predicate. »Position of the predicate after the subject »Verb agreement with the subject	»Position of the predicate at the beginning and end of the sentence »Direct object	»Position of the predicate at the beginning and end of the sentence »Direct object	»Indirect object »Complements (place, time, manner, etc.) »Predicate nominative »Predicate adjective	»Indirect object »Complements (place, time, manner, etc.) »Predicate nominative »Predicate adjective

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THE PARTS OF SPEECH PROGRAM

	1st	2nd	3th	4th	5th	6th
NOUN	-Identify nouns of familiar topics -Feminine and masculine nouns -Singular and plural -Common and proper nouns	-Identify nouns of familiar topics -Feminine and masculine nouns -Singular and plural -Common and proper nouns	-Diminutive and augmentative suffixes. -Concrete and some abstract nouns -Collective nouns -Nouns related to a topic	Diminutive and augmentative suffixes. -Concrete and some abstract nouns -Collective nouns -Nouns related to a topic	-Prefix and suffix -Compound nouns -National nouns	-Prefix and suffix -Compound nouns -National nouns
ARTICLE	-Definite articles (agreement with the noun)	-Definite articles (agreement with the noun)	-Indefinite articles (agreement with the noun)	-Indefinite articles (agreement with the noun)	-Article contractions -Neutral articles	-Article contractions -Neutral articles
ADJECTIVE	-Quality adjectives (adjectives to describe)	-Quality adjectives (adjectives to describe)	-Demonstrative -Distributive -Possessive	-Demonstrative -Distributive -Possessive	-Quantity -Indefinite -Proper adjectives -Adjective comparison (positive, comparative, superlative)	-Quantity -Indefinite -Proper adjectives -Adjective comparison (positive, comparative, superlative)

PRONOUN	-Personal pronouns (nominative used as subject of a verb)	-Personal pronouns (nominative used as subject of a verb)	-Personal pronouns -Possessive pronouns -Interrogative and exclamatory pronouns -Reflexive pronouns	-Personal pronouns -Possessive pronouns -Interrogative and exclamatory pronouns -Reflexive pronouns	-Demonstrative pronouns Indefinite pronouns Quantity pronouns -Relative pronouns	-Demonstrative pronouns Indefinite pronouns Quantity pronouns -Relative pronouns
PREPOSITION	-Prepositions (a-de-en para)	-Prepositions (a-de-en para)	-Prepositions (a-bajo-con-de-en-para-por) -Prepositional phrases	-Prepositions (a-bajo-con-de-en-para-por)	-Prepositional phrases	-Prepositional phrases
VERB I	-Identify the verb as the main part in the complete predicate -Action verbs -Some uses of the verb to be (ser y estar)	-Identify the verb as the main part in the complete predicate -Action verbs -Some uses of the verb to be (ser y estar)	-Identify the verb as a word that expresses an action or a state of being -Action verbs -Linking verbs	-Identify the verb as a word that expresses an action or a state of being -Action verbs -Linking verbs	-Identify the verb as a word that also expresses movement, function and feelings -Compound verbs	-Identify the verb as a word that also expresses movement, function and feelings -Compound verbs

VERB II (conjugations)	-Simple present tense of the indicative (regular and irregular verbs)	-Simple present tense of the indicative(regular and irregular verbs)	-Simple past tense of the indicative -Present progressive	-Simple past tense of the indicative -Present progressive	-Future tense of the indicative -Compound verbs (auxiliaries)	-Future tense of the indicative -Compound verbs (auxiliaries)
VERB IV			-Transitive verbs as part of sentences with direct object -Linking verbs as part of sentences with nominative predicate -Infinitive	-Transitive verbs as part of sentences with direct object -Linking verbs as part of sentences with nominative predicate -Infinitive	-Intransitive verbs -Reflexive verbs -Reciprocal verbs -Gerund -Participle	-Intransitive verbs -Reflexive verbs -Reciprocal verbs -Gerund -Participle
ADVERB	-Some adverbs of place and time	-Some adverbs of place and time	-Adverbs of place, time, manner	-Adverbs of place, time, manner	-Adverbial phrases	-Adverbial phrases
CONJUNCTION	-Linking conjunctions	-Linking conjunctions	-Afirmative and negative conjunctions -Conjuctions that indicate option	-Afirmative and negative conjunctions. -Conjunctions that indicte option	-Doubt conjunctions	-Doubt conjunctions
INTERJECTION	-Identify and use various interjections to express emotions	-Identify and use various interjections to express emotions	-Identify and use various interjections to express emotions	-Identify and use various interjections to express emotions	-Identify and use various interjections to express emotions	-Identify and use various interjections to express emotions

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MATH STANDARDS

Math Learning Targets

	1st
WHOLE NUMBERS	-Understand and use ordinal numbers to describe position. -Count objects in a set, read and write numerals to 10. -Compare two or more sets of objects up to 10 and identify which set is equal to, more than, or less than the other. -Compare two sets of objects up to 10 and determine how many more or less are in one set than the other. -Count and identify 1 more than or 1 less than a number within 10. -Count and identify 1 more than or 1 less than a number within 30. -Understand number order and know that larger numbers describe sets with more objects in them than smaller numbers. -Count, read, and write whole numbers to 20. -Compare numbers within 20. -Use place-value models to represent numbers to 100. -Read, write in words, standard, and expanded notation, and identify place values of digits for numbers within 100. -Count and identify 1 more than, 1 less than, 10 more than, 10 less than a number within 100. -Describe and extend regular number patterns within 100, including counting by 2's and 20's.
ADDITION AND SUBTRACTION OF WHOLE NUMBERS	-Understand number bonds and part-whole concept. -Understand the meaning of addition (missing whole, putting together, counting on, and simple addition stories). -Understand the meaning of subtraction (missing part, taking away, counting back, and simple subtraction stories). -Add/Subtract numbers within 20. -Use inverse relationship between addition and subtraction. -Learn addition and subtraction facts within 20. -Compare numbers by using subtraction to find the difference. -Add/Subtract numbers within 100. -Count by 10’s within 100. -Find the sum of three 1-digit numbers.
MULTIPLICATION AND DIVITION OF WHOLE NUMBERS	-Use repeated addition and arrays to solve multiplication problems within 40. -Use sharing and grouping to divide. -Relate division to multiplication. -Recognize and extend regular linear patterns.
MENTAL MATH STRATEGIES	-Use the commutative and associative properties to perform mental calculations and

	check results. -Use the distributive property to perform mental calculations and check results. -Add 1-digit numbers involving renaming (e.g. 7 + 5) by making a ten. -Subtract 1-digit numbers involving renaming (e.g. 14 – 8) by subtracting from a ten. -Add/Subtract numbers within 100.
FRACTIONS	-Recognize and name halves and fourths.
MONEY	-Identify and know the value of coins and use the cent symbol. -Identify and know the value of bills and use the dollar symbol. -Count combinations of coins. -Count combinations of bills.
TIME	-Relate time to events. Tell time to the half-hour (analog clock face).
LENGTH, WEIGHT	-Compare and measure length and weight by making direct comparisons with deference objects -Compare and measure length, and weight using nonstandard units.
GEOMETRY	-Identify, describe, and categorize common 2-dimensional shapes, including the faces of 3-dimensional objects. -Identify common 2-dimensional shapes within compound shapes, combine shapes to form common shapes. -Describe and extend repeating patterns involving color and shapes.
WORD PROBLEMS	-Make addition/subtraction stories from problem situations. -Write equations and solve simple addition/subtraction stories. -Solve simple multiplication/division problems using objects and pictures. -Write equations and solve one-step word problems involving addition/subtraction.
DATA ANALYSIS AND PROBABILITY	-Sort objects and data by common attributes. -Represent and compare data using picture graphs
ALGEBRA	-Solve problems involving numeric equations or inequalities. -Select appropriate operational symbol to make an expression true. -Use boxes and other symbols to stand for unknown numbers in expressions and equations.

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Math Learning Targets

	2nd

WHOLE NUMBERS	-Compare numbers within 100 and use the symbols <, +, >. -Use place-value models to represent numbers to 1000 -Read, write in words, standard, and expanded notation, identify place values of digits, and compare and order numbers within 1000. -Describe and extend regular number patternswithin 1000. -Compare numbers within 1000 and use the symbols <, +, >.
ADDITION AND SUBTRACTION OF WHOLE NUMBERS	-Understand the meaning of addition (missing whole, putting together, counting on, and simple addition stories) -Understand the meaning of subtraction (missing part, taking away, counting back, and simple subtraction stories). -Add/Subtract numbers within 20. -Use inverse relationship between addition and subtraction. -Compare numbers by using subtraction to find the difference. -Add/Subtract numbers within 1000.
MULTIPLICATION AND DIVITION OF WHOLE NUMBERS	-Use repeated addition and arrays to solve multiplication problems within 40. -Use sharing and grouping to divide. -Relate division to multiplication. -Recognize and extend regular linear patterns. -Multiply/divide by 2's and 3's. -Learn multiplication/division facts for 2's and 3's. -Multiply/divide by 4's, 5's, and 10's. -Learn multiplication/division facts for 4's, 5's, and10's
MENTAL MATH STRATEGIES	-Use the commutative and associative properties to perform mental calculations and heck results. -Add/Subtract numbers within 100. -Add/Subtract 1's, 10's, or 100's to numbers within 1000. -Subtract from 100. -Subtract from 1000. -Add/Subtract a number close to 100 (e.g. 98). -Add and subtract money in compound units (dollars and cents) when the cents are multiples of 5 or close to $1.00.
FRACTIONS	-Recognize and name halves and fourths. -Recognize, write, name, and illustrate fractions of a whole (denominators 1-12). -Find the fraction with the same denominator to make a whole with another fraction. -Compare and order unit fractions.
MONEY	-Count combinations of bills and coins to $10.00. -Use decimal notation for money. -Use decimal notation to add and subtract money within $10.00
TIME	-Tell time to the nearest 5-minute mark (analogclock face).
LENGTH, WEIGHT	-Compare and measure capacity using nonstandard units. -Measure and estimate length of objects in meters and centimeters, yards, feet, and inches. -Compare measurements made using different units.

	-Measure and estimate weight in kilograms, grams, pounds, and ounces. Measure and estimate capacity in liters, cups, pints, quarts, half-gallon, and gallon.
PERIMETER, AREA AND VOLUME	-Find the area of shapes by covering them with unit squares or by counting squares.
GEOMETRY	-Identify, describe, and categorize common 2-dimensional shapes, including the faces of 3-dimensional objects. -Identify common 2-dimensional shapes within compound shapes, combine shapes to form common shapes.
WORD PROBLEMS	-Write equations and solve one-step word problems involving addition/subtraction. -Write equations and solve one-step word problems involving multiplication/division. -Solve simple word problems involving fraction of a set.
DATA ANALYSIS AND PROBABILITY	-Ask and solve questions related to data representation, including finding the range and mode.
ALGEBRA	-Solve problems involving numeric equations or inequalities. -Select appropriate operational symbol to make an expression true. -Use boxes and other symbols to stand for unknown numbers in expressions and equations.

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Math Learning Targets

	3rd
WHOLE NUMBERS	-Use place-value models to represent numbers to 10,000. -Read, write in words, standard, and expanded notation, identify place values of digits, and compare and order numbers within 10,000. -Count on and back in steps of 1, 10, 100, and 1000 and complete
ADDITION AND SUBTRACTION OF WHOLE NUMBERS	-Add/Subtract numbers within 10,000.
MULTIPLICATION AND DIVITION OF WHOLE NUMBERS	-Relate division to multiplication. -Recognize and extend regular linear patterns. -Understand quotient and remainder. -Understand the properties of 0 and 1 in multiplication and division. -Multiply/Divide by 6's, 7's, 8's, and 9's. -Learn multiplication/division facts for 6's, 7's, 8's, and 9's. -Multiply numbers within 1000 by a 1-digit number. -Divide numbers within 1000 by a 1-digit number, including situations where there is

	a remainder.
MENTAL MATH STRATEGIES	-Use the distributive property to perform mental calculations and check results -Add/Subtract numbers within 100. -Add/Subtract 1's, 10's, or 100's to numbers within 1000 -Add and subtract money in compound units (dollars and cents) when the cents are multiples of 5 or close to $1.00. -Add/Subtract measurements in compound units. -Add/Subtract tenths, hundredths, or thousandths to or from decimal numbers. -Multiply and divide tens, hundreds, and thousands by a 1-digit number.
FRACTIONS	-Compare and order fractions with the same denominator or with the same numerator. -Find equivalent fractions and simplest form of fraction. -Compare and order fractions with different denominators. -Recognize and name the fraction of a set. -Find the value given the fraction of a set, using objects or drawings. -Find the fraction of a set where the answer is a whole number.
TIME	-Tell time to the minute (analog clock face). -Find the duration of time intervals. -Find starting or ending times, given a time and the interval. -Know relationships of time (years, months, days, weeks, hours, and seconds). -Convert between of units of time.
LENGTH, WEIGHT	-Measure and estimate length of objects in meters and centimeters, yards, feet, and inches. -Understand and estimate length in kilometers and miles. -Compare measurements made using different units. -Measure and estimate weight in kilograms, grams, pounds, and ounces. -Measure and estimate capacity in liters, cups, pints, quarts, half-gallon, and gallon. -Measure and estimate capacity in milliliters. -Convert units within a metric system using multiplication. -Add/subtract measurements in compound units.
MONEY	-Use decimal notation to add and subtract money within $100.00.
GEOMETRY	-Identify common 3-dimensional shapes within compound shapes -Identify right angles and compare angles to right angles.
PERIMETER, AREA AND VOLUME	-Find the perimeter of polygons. -Find the area of shapes by covering them with unit squares or by counting squares. -Understand and use units of area, such as square centimeter and square inch.
WORD PROBLEMS	-Solve 2-step word problems which involve the four operations on whole numbers.
DATA ANALYSIS AND	-Represent and compare data bar graphs. -Collect, organize, and analyze data using tables and bar graphs.

PROBABILITY	-Ask and solve questions related to data representation, including finding the range and mode.
ALGEBRA	-Use boxes and other symbols to stand for unknown numbers in expressions and equations -Represent unknown quantities with bar diagrams and solve word problems involving whole numbers using bar diagrams.

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Math Learning Targets

	4TH
WHOLE NUMBERS	-Round numbers within 100,000 to the nearest 10 or 100 -Use place-value models to represent numbers to 100,000. -Read, write in words, standard, and expanded notation, identify place values of digits, and compare and order numbers within 100,000. -Complete or extend regular number patterns for numbers within 100,000.
ADDITION AND SUBTRACTION OF WHOLE NUMBERS	-Add/Subtract numbers within 10,000. -Use estimation to verify the reasonableness of calculated results in addition and subtraction, check subtraction problems using addition. -Determine whether an estimate is sufficient for a specific problem situation.
MULTIPLICATION AND DIVITION OF WHOLE NUMBERS	-Relate division to multiplication. -Recognize and extend regular linear patterns. -Multiply numbers within 10,000 by a 1-digit number. -Divide numbers within 10,000 by a 1-digit number, including situations where there is a remainder. -Multiply numbers within 10,000 by a 2-digit number. -Use estimation to verify the reasonableness of calculated results in multiplication and division problems. -Find the factors and common factors of whole numbers within 100. -Find multiples and common multiples of whole numbers within 100. -Use divisibility rules for 2, 3, 5, 6, 9, and 10.
MENTAL MATH STRATEGIES	-Use the commutative and associative properties to perform mental calculations and check results. -Use the distributive property to perform mental calculations and check results. -Add/Subtract tenths, hundredths, or thousandths to or from decimal numbers. -Multiply 10's by 10's or 100's.
FRACTIONS	-Find the fraction of a set where the answer is a whole number.

	-Find the fraction of a set where the answer is a whole number or a mixed number. -Find coin amounts as a fraction of a dollar -Find fraction of a set for measurements (e.g. 10 minutes as a fraction of one hour). -Add/Subtract like fractions. -Add/Subtract related fractions. -Understand mixed numbers and improper fractions, convert between them, locate them on a number line. -Multiply a fraction by a whole number.
DECIMALS	-Understand tenths, hundredths, thousandths, locate decimal numbers on a number line, compare decimal numbers. -Convert a decimal to a fraction and simplify. -Convert a fraction to a decimal number (denominators are a factor of 10, 100, or 1000). -Compare and order decimal numbers of up to 3 decimal places and fractions. -Round decimal numbers of up to 2 decimal places to the nearest whole number or to 1-decimal place. -Add/Subtract decimal numbers of up to 2 decimal places. -Multiply/Divide decimal numbers of up to 2 decimal places by a whole number. -Find the quotient of a division problem correct to 1decimal place. -Use estimation to verify the reasonableness of calculated results in problems involving decimal numbers.
TIME	-Convert between of units of time.
LENGTH, WEIGHT	-Convert units within a metric system using multiplication. -Add/subtract measurements in compound units. -Multiply/divide measurements in compound units.
GEOMETRY	-Identify attributes of triangles and quadrilaterals. -Identify acute, obtuse, and right angles and relate 90_o, 180_o, 270_o, and 360_o with quarter, half, three quarter, and whole turn. -Measure and construct angles -Identify perpendicular and parallel lines. -Name different types of triangles and quadrilaterals. -Name different types of triangles and quadrilaterals. -Identify congruent figures. -Identify figures that have line symmetry -Tiling patterns -Rotational symmetry
PERIMETER, AREA AND VOLUME	-Find the area of shapes by covering them with unit squares or by counting squares. -Understand and use units of area, such as square centimeter and square inch. -Find the area, perimeter, and unknown sides of rectangles. -Find the area and perimeter of composite figures made from squares and rectangles. -Count unit cubes in 2-dimensional representations of 3-dimensional solids. -Find the volume of solid figures by counting cubic units.

	-Understand and use units of volume, such as cubic centimeter and cubic inch. -Find the volume of rectangular prisms. -Understand the relationship between cubic centimeters, milliliters, and liters
WORD PROBLEMS	-Solve 2-steip word problems which involve decimals and fractions.
DATA ANALYSIS AND PROBABILITY	-Represent and compare data bar graphs -Represent and compare data using tally charts. -Collect, organize, and analyze data using tables and bar graphs. -Ask and solve questions related to data representation, including finding the range and mode.
ALGEBRA	-Use boxes and other symbols to stand for unknown numbers in expressions and equations. -Represent unknown quantities with bar diagrams and solve word problems involving whole numbers using bar diagrams. -Use bar diagrams to solve word problems involving fractions. -Use bar diagrams to solve word problems involving decimals. -Use and interpret formulas to answer questions about quantities and their relationships.

Math Learning Targets

	5TH
WHOLE NUMBERS	-Round numbers within 10,000 to the nearest 10, 100, or 1000. -Use place-value models to represent numbers to 1,000,000.
ADDITION AND SUBTRACTION OF WHOLE NUMBERS	-Use estimation to verify the reasonableness of calculated results in addition and subtraction, check subtraction problems using addition. -Determine whether an estimate is sufficient for a specific problem situation.
MULTIPLICATION AND DIVITION OF WHOLE NUMBERS	-Multiply numbers within 10,000 by a 2-digit number. -Divide numbers within 10,000 by a 2-digit number. -Use estimation to verify the reasonableness of calculated results in multiplication and division problems. -Find the factors and common factors of whole numbers within 100. -Find multiples and common multiples of whole numbers within 100. -Find the lowest common multiple of up to 3 numbers within 100. -Use divisibility rules for 2, 3, 5, 6, 9, and 10 -Use order of operations to solve mathematical expressions with or without parentheses.
MENTAL MATH STRATEGIES	-Use the commutative and associative properties to perform mental calculations and check results. -Use the distributive property to perform mental calculations and check results.
FRACTIONS	Find the fraction of a set where the answer is a whole number or a mixed number. -Find coin amounts as a fraction of a dollar. -Find fraction of a set for measurements (e.g. 10 minutes as a fraction of one hour). -Add/Subtract unlike fractions. -Relate division to fractions. -Add/subtract mixed numbers. -Multiply a fraction by a whole number. -Multiply a fraction by a fraction. -Divide a fraction by a whole number.
DECIMALS	-Understand tenths, hundredths, thousandths, locate decimal numbers on a number line, compare decimal numbers. -Convert a decimal to a fraction and simplify. -Convert a fraction to a decimal number (denominators are a factor of 10, 100, or 1000). -Compare and order decimal numbers of up to 3 decimal places

	and fractions. -Add/Subtract decimal numbers of up to 3 decimal places. -Multiply/Divide decimal numbers of up to 2 decimal places by a whole number. -Find the quotient of a division problem correct to 2- decimal places. -Convert fractions to decimals correct to 2-decimal places -Multiply/Divide decimal number by tens, hundreds, or thousands. -Multiply/divide a decimal number by a 2-digit whole number. -Use estimation to verify the reasonableness of calculated results in problems involving decimal numbers.
TIME	-Convert between of units of time.
LENGTH, WEIGHT	-Convert units within a metric system using multiplication. -Add/subtract measurements in compound units. -Multiply/divide measurements in compound units. -Convert fractional measurements to a different unit or a compound unit, within a measuring system. -Convert units involving decimals within a measuring system.
GEOMETRY	-Identify attributes of triangles and quadrilaterals. -Measure and construct angles. -Find unknown angles in figures based on identifying vertical, adjacent, complementary, or supplementary angles. -Know and use angle properties of intersecting lines, triangles, parallelograms, rhombuses, and trapezoids to solve problems involving finding find unknown angles. -Construct triangles, parallelograms, and rhombuses with specified angles. -Create tessellations.
PERIMETER, AREA AND VOLUME	-Derive the formula for area of a triangle and find the area of triangles. -Understand and use units of volume, such as cubic centimeter and cubic inch. -Find the volume of rectangular prisms. -Find the side of a rectangular prism given the volume and two sides or area of one side. -Understand the relationship between cubic centimeters, milliliters, and liters. -Solve problems involving the change in height of liquids and volume of liquids in rectangular tanks, including rate problems. -Find the volume of solids by displacement.
PERCENTAGES	-Understand and use percent. -Find decimal and fraction equivalents for percentages. -Write fractions as percentages.

	-Write fractions as percentages. -Solve problems involving percentage of a quantity. -Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, percentage increase or decrease.
RATIO/AVERAGE/RATE/SPEED	-Use ratios to compare two quantities. -Use ratios to compare three quantities. -Find equivalent ratios and simplify ratios. -Use ratios to solve problems. -Understand rate as the measure of one quantity per unit value of another. -Solve problems involving rate. -Use a unitary approach to solve rate problems. -Solve discontinuous rate problems involving time.
WORD PROBLEMS	-Solve multi-step word problems involving all four operations on whole numbers, fractions, decimals, percentage, and ratios. -Solve multi-step word problems involving average, rate, and percentage.
DATA ANALYSIS AND PROBABILITY	-Ask and solve questions related to data representation, including finding the range and mode. -Collect, organize, and analyze data using line graphs. -Collect, organize and display data in pie charts.
ALGEBRA	-Represent unknown quantities with bar diagrams and solve word problems involving whole numbers using bar diagrams. -Use bar diagrams to solve word problems involving fractions. -Use bar diagrams to solve word problems involving decimals. -Use bar diagrams to solve word problems involving percentage -Use bar diagrams to solve word problems involving ratio -Solve word problems involving the functional relationship between two quantities. -Use and interpret formulas to answer questionsabout quantities and their relationships.

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SCIENCE LEARNING TARGETS

Science Learning Targets

	1st
FORCES	-Describe an objects position (O) -Describe the effect on an object when various forces are applied to it(S/A/I)
ORGANISIMS	-Sort and classify organisms by physical characteristics((C/O) -Classify living and non-living things(C/O) -That living things have basic needs in order to survive(C/O) -Structures of living things that provide for basic survival (S/A/I) -The interdependence of living organisms((S/A/I) -What do we use the 5 senses for?(Q/H) -How do our senses help us recognize danger?
HEREDITY	-Label parts of an organism's life cycle (S/A/I) -Examples of life cycles (know that both plants and animals reproduce by having off spring)(O) -Physical and behavior similarities between parents and off spring(O)

Inquiry Skill: Observe (O), Question/Hypothesize (Q/H), Collect/Organize (C/O), Summarize/Analyze/Interpret (S/A/I)

Science Learning Targets

	2nd
HEREDITY	-Observe and diagram stages of an organism's life cycle(O) -Living things have life cycles (H/Q) -Sequence a life cycle(S/A/I) -Individual variation within a populations(O) -How much should an off spring be like its parents?(Q/H)
MATTER	-Texture and weight of objects(O) -Whether an object sinks or floats(O) -Changes of shapes of objects (O) -What is a solid?(Q/H) -What is a liquid?(Q/H) -What is a gas?(Q/H) -How do materials change state of matter?(Q/H) -Develop criteria and sort a variety of objects(C/O) -Describe shapes of objects(C/O) -Describe materials and physical properties of objects(C/O)
ENERGY	-Identify common types of energy (heat, light, sun)(C/O) -Explore uses of common types of energy (O)

Inquiry Skill: Observe (O), Question/Hypothesize (Q/H), Collect/Organize (C/O), Summarize/Analyze/Interpret (S/A/I)

	3rd
DIVERSITY	-Habitats and their components -Identify how some animals gather and store food, defend themselves, and find shelter -Suitability of habitat for specific plants/animals -Interpret a food chain -Information about a local habitat -Conditions causing animal populations to change (endanger) -How do adaptations help a species to survive?
ORGANISMS	-Identify similarities and differences- -Characteristics of plants and animals -Compare/contrast plants and animals -Basic needs of organisms (food, water, air, space) -Sort and classify plant and animals by characteristics (diet, size, habitat, etc.) -Identify the purposes of body systems -Body systems, parts and functions
DYNAMIC EARTH	-Composition of earth materials -Different types of soil samples for their composition -Different Earth materials can be grouped by different properties -Earth materials changing over time -Gather and collect materials that can be used over again -Weather -Weather data

Inquiry Skill: Observe (O), Question/Hypothesize (Q/H), Collect/Organize (C/O), Summarize/Analyze/Interpret (S/A/I)

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Science Learning Targets

	4th

ORGANISMS	-Physical characteristics of organisms -Organize living things into groups using various classifications such as physical characteristics, habitat, or scientific classification -What is the purpose of classifying? -How do specific structures help an organism survive? -An experiment showing various effects of habitat/environmental changes on plants -Major organ systems for structure and function
HEREDITY	-Compare the life cycles of common plants and animals -How do animals and plant change during their life cycle? -An experiment to show a plant changes during its life cycle -Likenesses between children and parents -Attributes that can be inherited by off spring from their parents -Collect information about physical attributes passed from parent to off spring
FORCE	-Describe the motion of an object in terms of one or more forces acting on it -An experiment showing the effects of force on various objects -Which materials are attracted or repelled by magnets? -What materials magnets will attract and repel? -Series of materials with or without magnetic properties -The effect of gravity on objects in motion
DYNAMIC EARTH	-The relationship between landforms and the natural processes that formed them -Examples of erosion caused by wind, wave, ice, and water -Predict changes in earth material that are a result of erosion -An experiment showing erosion caused by wind, wave, ice, and water -Weather for patterns and change -Collect weather on daily weather conditions

Inquiry Skill: Observe (O), Question/Hypothesize (Q/H), Collect/Organize (C/O), Summarize/Analyze/Interpret (S/A/I)

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Science Learning Targets

	5th
DIVERSITY	-Organisms, adaptations, and habitats and the living/nonliving resources within those habitats; producers, consumers, decomposers -Collect information about animals in a specific habitat and organize them within food chains -What helps a species survive?

	-Recognize that all animals depend on plants -Habitats that different organisms will live in based on their characteristics -Changes in an environment that may change populations of species
EARTH IN SPACE	-Sun, moon and stars -The effects of Earth's gravity -Movement of sun, moon and stars in the sky -What is the position of the Earth in the solar system? -Predict the movement of the sun, Earth, moon and stars in the sky -Cycles (night/day and phases of the moon -Clarify the visibility of the sun and moon in a 24 hour period
ENERGY	-Forms of energy -Energy transfer -Energy comes directly and indirectly from the sun -What are the effects of energy on matter? -What is energy transfer? -Ways to produce heat including light, electricity, friction, burning (demo), and by-product of mechanical/ electrical machines -The effect of energy on matter -How all forms of energy come originally from the sun -The direction of heat transfer on a diagram showing objects at different temperatures
MATTER	-Changes in states of matter -A substance can exist in different states of matter -Heating and cooling cause physical changes in matter -What are the states of matter? -How do physical/chemical changes occur? -Change states of matter using heating or cooling -Rates of change -Identify unique properties of each state of matter -Causes of physical and chemical changes of matter

Inquiry Skill: Observe (O), Question/Hypothesize (Q/H), Collect/Organize (C/O), Summarize/Analyze/Interpret (S/A/I), (D) Design

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Science Learning Targets

"A"

BSD/ODE

1º/2º

1st TRIMESTER	2ND TRIMESTER	3rd TRIMESTER

ORGANISMS Compare and contrast characteristics of living and non-living things. -Sort and classify organisms by physical characteristics((C/O) -Classify living and non-living things(C/O) -Describe that living things have basic needs in order to survive(C/O) -Describe some structures of living things that provide for basic survival (S/A/I) -Identify the interdependence of living organisms((S/A/I)	**ORGANISMS** -Identify the use of the 5 senses for?(Q/H) -Describe how we use our senses to recognize danger. **FORCE** -Compare and contrast physical properties and composition of objects. -Describe an objects position (O) -Describe the effect on an object when various forces are applied to it(S/A/I)	**ENERGY** -Describe what is energy -Identify common types of energy (heat, light, sun)(C/O) -Explore uses of common types of energy (O) -Compare and contrast how objects and materials respond to magnetic forces.

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Science Learning Targets

"B"

BSD/ODE

1º/2º

1st TRIMESTER	2nd TRIMESTER	3rd TRIMESTER
HEREDITY -Compare and contrast characteristics and behaviors of plants and animals and the environments where they live.	**HEREDITY** -Individual variation within a populations -How much should an off spring be like its parents?	**MATTER** -Texture and weight of objects. -Whether an object sinks or floats. -Changes of shapes of objects.

-Describe life cycles of living things. - Observe and diagram stages of an – organism's life cycle. -Living things have life cycle. -Sequence a life cycle.	**MATTER** -Compare and contrast physical properties and composition of objects. -Observe, identify and classify different objects by the composition	-What is a solid? -What is a liquid? -What is a gas? -How do materials change state of matter? -Develop criteria and sort a variety of objects. -Describe shapes of objects. -Describe materials and physical properties of objects.

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Science Learning Targets

TRANSITION 2011-2012

BSD/ODE

2º/3º

1st TRIMESTER	2nd TRIMESTER	3rd TRIMESTER

ORGANISMS -Characteristics of plants and animals -Compare/contrast plants and animals -Sort and classify plant and animals by characteristics (diet, size, habitat, etc.) **DIVERSITY** -Habitats and their components (ecosystems) -Identify how some animals gather and store food, defend themselves, and find shelter -Suitability of habitat for specific plants/animals -Interpret food chain -Information about local habitat	**HEREDITY** -Observe, describe, and diagram stages of an organism's life cycle. -Individual variation within a populations -How much should an off spring be like its parents? **MATTER** -Compare and contrast physical properties and composition of objects (texture, shape, weight) -Develop criteria and sort a variety of objects. -Describe shapes of objects. -Describe materials and physical properties of objects.	**ENERGY** -Describe what is energy -Identify common types of energy (heat, light, sun) -Explore uses of common types of energy. -Compare and contrast how objects and materials respond to magnetic forces **EARTH** -Weather -Weather data -Composition of earth materials -Different types of soil samples for their composition -Different Earth materials can be grouped by different properties

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Science Learning Targets

"A"

BSD/ODE

3º/4º

1st TRIMESTER	2nd TRIMESTER	3rd TRIMESTER
	HEREDITY	**EARTH DYNAMICS**

ORGANISMS -Identify the purposes of body systems -Body systems, parts and functions. -Major organ systems for structure and function, **HEREDITY** -Compare the life cycles of common plants and animals -How do animals and plant change during their life cycle?	-An experiment to show a plant changes during its life cycle -Likenesses between children and parents -Attributes that can be inherited by off spring from their parents -Collect information about physical attributes passed from parent to off spring **EARTH DYNAMICS** -Composition of earth materials -Different types of soil samples for their composition -Different Earth materials can be grouped by different properties -Earth materials changing over time -Gather and collect materials that can be used over again	-The relationship between landforms and the natural processes that formed them -Examples of erosion caused by wind, wave, ice, and water -Predict changes in earth material that are a result of erosion -An experiment showing erosion caused by wind, wave, ice, and water

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Science Learning Targets

"B"

BSD/ODE

3º/4º

1st TRIMESTER	2nd TRIMESTER	3rd TRIMESTER
DIVERSITY -Habitats and their components -Identify how some animals gather and store food, defend themselves, and find shelter -Suitability of habitat for specific plants/animals	**ORGANISMS** -Identify similarities and differences- -Characteristics of plants and animals -Compare/contrast plants and animals -Basic needs of organisms (food, water, air,	**EARTH DYNAMICS** -Weather -Weather data -Weather for patterns and change -Collect weather on daily weather conditions

-Interpret a food chain -Information about a local habitat -Conditions causing animal populations to change (endanger) -How do adaptations help a species to survive?	space) -Sort and classify plant and animals by characteristics (diet, size, habitat, etc.) -Physical characteristics of organisms -Organize living things into groups using various classifications such as physical characteristics, habitat, or scientific classification -What is the purpose of classifying? -How do specific structures help an organism survive? -An experiment showing various effects of habitat/environmental changes on plants	**FORCE** -Describe the motion of an object in terms of one or more forces acting on it -An experiment showing the effects of force on various objects -Which materials are attracted or repelled by magnets? -What materials magnets will attract and repel? -Series of materials with or without magnetic properties -The effect of gravity on objects in motion

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Science Learning Targets

TRANSITION 2012-2013

BSD/ODE

4º/5º

1st TRIMESTER	2nd TRIMESTER	3rd TRIMESTER
ORGANISMS -Identify the difference between the plant and the animal cell -Identify the main functions and organs in a cell **HEREDITY** -Compare the life cycles of common plants and animals -How do animals and plant change during their life cycle?	**FORCE** -Describe the motion of an object in terms of one or more forces acting on it -An experiment showing the effects of force on various objects -Which materials are attracted or repelled by magnets? -What materials magnets will attract and repel? -Series of materials with or without magnetic	**EARTH DYMAICS** -Sun, moon and stars -The effects of Earth's gravity -Movement of sun, moon and stars in the sky -What is the position of the Earth in the solar system? -Predict the movement of the sun, Earth, moon and stars in the sky -Cycles (night/day and phases of the moon -Clarify the visibility of the sun and moon in a

-An experiment to show a plant changes during its life cycle -Likenesses between children and parents -Attributes that can be inherited by off spring from their parents -Collect information about physical attributes passed from parent to off spring	properties -The effect of gravity on objects in motion	24 hour period

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SOCIAL STUDIES

Social Studies Learning Targets

	1st
Social Studies Analysis	-Acquire, organize and interpret and present information about family, classroom and school -Identify a problem or issue in our classroom or school we can solve -Identify and compare different ways of looking at an event, issue or problem
Civics and Government:	-Recognize the important national symbols and patriotic song of the United States? -Explain how celebrations and holidays are used to remember and honor events and people in the past -Identify and use voting as a way to make decisions in the classroom -Explain how rules and laws keep people safe and help people to get along -Explain the rights and responsibilities of citizens at home and school
Economics	-Understand that goods are objects you can touch and services are activities people do for others -Identify how families choose to spend or save their money -Identify what needs and wants you have in your family -Identify what we gain and what we give up when making economic choices
Geography	-Understand how to read a map and globe -Identify map symbols and key -Identify cardinal directions -Locate continents and oceans -Locate Beaverton, Portland, Oregon, and the United States on a map and globe -Write home address and phone number -Draws maps of different places, (i.e. classroom, bedroom) and label -Explain how geography affects the way people live -Identify how physical environment influences the clothing, food, homes, work, and leisure activities of people both here and in another country
History	-Explain how families change over time -Identify people in my family's past or present history and explain why they are remembered -Identify traditions and celebrations that are important in a child's family, why they are celebrated, and how they are the same or diff erent from other families -Describe how life has changed and remained the same since parents, grandparents and other adults were children -Identify the general chronological order of people and events -Identify people from the past that showed courage and/or responsibility

Studies Curriculum Learning Targets

	2nd
Social Studies Analysis	-Acquire, organize and interpret and present information about family, classroom, school and community -Identify a problem or issue in our classroom, school and community we can solve -Identify and compare different ways of looking at an event, issue or problem -Identify causes and effects of events, problems and/or issue
Civics and Government:	-Identify the purpose of national symbols and patriotic songs -Analyze the purposes for celebrating and remembering events and people in the past -Recognize the responsibilities of local government -Identify responsibilities of individuals in a community -Identify ways people can make a difference in their community
Economics	-Recognize producers and consumers in a community -Identify workers in our community that provide goods and services -Define the three types of productive resources: Natural, Human and Capital -Explain why people trade for goods and services -Explain economic interdependence on others for goods and services -Explain how work provides income to purchase goods and services -Explain that because of scarcity, people must make choices and incur opportunity costs -Know ways in which individuals contribute to the functioning of banks
Geography	-Know how to read a map, globe and atlas -Identify major geographic features Define and draw simple maps -Identify characteristics of urban, suburban and rural communities -Compare and contrast urban areas, suburbs and rural areas -Explain how the physical environments in other parts of the world are similar and different -Identify ways the physical environment influences human activities in communities -Explain that modes of transportation and communication are used to move people, good and ideas from place to place
History	-Describe key events and people who made a difference in the history of our neighborhood and/or Beaverton -Explain how people and events in history are organized in chronological order -Explain how scientists, inventors and leaders from long a go and the recent past made a difference in people's lives

Studies Curriculum Learning Targets

	3rd
Social Studies Analysis	-Identify an issue or problem and acquire, organize, interpret and develop a solution -Identify primary sources of information: Diaries, letters, periodicals, literature, oral histories, artifacts, art, documentary photographs and films -Identify and compare different perspectives of an event, issue or a problem -Identify and form opinions on causes and effects of events, problems and/or issues
Civics and Government:	-Identify the essential ideas and values expressed in national symbols, heroes, and patriotic songs of the US -Know the branches of a city government and what they do (Portland) -Describe the roles of the mayor, city council and community members -Identify public services that are provided by large cities/Portland -Identify rights/responsibilities (freedoms) that people have in their communities and ways that they can participate -Identify and distinguish between local and world issues -Identify renowned people who have improved the lives of others and how people can work together to improve their community
Economics	-Identify the three types of productive resources: Natural. Human and Capital and how they affect the production of goods and services (Portland) -Identify how limited resources make economic choice necessary -Define supply and demand -Describe how cities i.e., Portland benefit from domestic and international trade -Describe how jobs and industries have changed over time in cities i.e., Portland -Identify ways of making money to buy a desired product and what it will cost in time and energy for each option
Geography	-Identify the spatial concepts of geography -Draw simple maps of the spatial organization of places featured in stories to examine concepts in distance, location, direction and movement among places -Identify how major physical features are represented on maps, globes and other tools -Explain how the physical environment affects people's lives
History	-Identify the Native American groups that live in our local region long ago and now -Describe a major urban city and the key people and historical events that shaped its development i.e., Portland

Studies Curriculum Learning Targets

	4th
Social Studies Analysis	*-Identify questions to guide and focus research* *-Gather information from primary sources: diaries, letters, periodicals, and literature, oral histories, artifacts, art, documentary photographs and films* *-Examine a topic considering underlying factors, contributing factors and different perspectives to determine cause and effect relationships*
Civics and Government:	*-Identify Oregon's state symbols* *-Identify the purposes of rules and laws* *-Identify the primary function of each branch of state government* *-Recognize that modern tribal governments make, apply and enforce laws on Native American reservations* *-Identify Important services state government provides* *-Explain how state laws in Oregon are made and changed* *-Explain ways individuals and groups influence government* *-Become aware of citizen rights and the actions individuals can take to influence state government policy and decision-making* *-Give example of how nations interact, including Native American nations* *-Explain what a treaty is and how it works*
Economics	*-Explain how economic choices involve opportunity costs. Making effective decisions involves costs and the benefits associated with alternative choices* *-Explain the difference between needs and wants* *-Understand that prices rise and fall depending on supply and demand* *-Identify the purposes and function of barter and money* *-Identify the ways that people manage money*
Geography	*-Locate, identify and know the significance of major mountains, rivers and land regions of Oregon* *-Identify the names of the 50 states of the United States and their location relative to other states* *-Locate and identify major landforms, bodies of water, vegetation and climate in regions of the US* *-Explain the patterns of migration and cultural interaction as they relate to Oregon history* *-Give examples of the opportunities and challenges of population fluctuation* *-Identify how the physical environment is altered by human activity* *-Identify how the physical environment creates constraints and opportunities on human activities*
History	*-Describe how life changed for Native American in Oregon over time* *-Explain when and why people migrated to Oregon throughout history* *-Identify key individual and events significantly influenced the early exploration, settlement and history of Oregon* *-Explain the significance of key documents, using primary and secondary sources*

Studies Curriculum Learning Targets

	5th
Civics and Government:	-Define ways that American share certain values, principles, and beliefs. -Identify essential ideas of our republican form of government as expressed in the Declaration of -Independence and the Constitution. -Define "rule of law." -Identify fundamental values, principles, or expressions of patriotism. -Identify the roles and responsibilities of the three branches of government. -Know how a bill becomes a law. -Compare the primary functions of federal, state and local governments. -Identify basic rights given to citizens of the United States. -Identify and give examples of actions citizens can take to influence government policy and decision making. -Explain how different ways of governments are organized. -Explain how nations interact with one another. -Identify the benefits of diversity. -Explain how conflicts should be prevented and managed.
Economics	-Explain how supply and demand influence price and consumer decisions. -Explain how nations interact through trade. -Recognize that people earn income by exchanging labor for wages. -Explain how banks and credit unions are institutions that serve savers and borrowers.
Geography	-Use basic map elements to answer geographic questions or display geographic information. -Explain how maps, charts and other visual representations show locations, interpret geographic information and distinguish physical and human features of places and regions. -Explain the causes of human migration and its effects both past and present. -Identify changes in population growth in the US and the opportunities and challenges created. -Describe how people and the environment are interrelated
History	-Know the groups living in the Western Hemisphere prior to European exploration. -Understand the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key -European expeditions and the reasons they chose to explore and colonize the world. -Describe the relation of European explorers and settlers with Native Americans. -Describe the political, religious, social, and economic institutions that evolved in the colonial era. -Explain the cause and effect of events that led to the Declaration of Independence. -Understand the course and consequences of events during the American Revolution. -Understand the roles of George Washington, Thomas Jeff erson and Samuel Adams in the Revolution. -Understand how history can be organized using themes, geography, or chronology.

Social Studies Learning Targets

"A"

BSD/ODE

1º/2º

1st TRIMESTER	2ND TRIMESTER	3rd TRIMESTER
CIVICS AND GOVERNMENT *-Recognize the important national symbols and patriotic song of the United States and from other countries.* *-Explain how celebrations and holidays are used to remember and honor events and people in the past.* *-Analyze the purposes for celebrating and remembering events and people in the past* **HISTORY** *-Explain how families change over time* *-Identify people in my family's past or present history and explain why they are remembered* *-Identify traditions and celebrations that are important in a child's family, why they are celebrated, and how they are the same or different from other families* *-Describe how life has changed and remained the same since parents, grandparents and other adults were children* *-Identify the general chronological order of people and events* *-Identify people from the past that showed courage and/or responsibility*	**ECONOMICS** *-Understand that goods are objects you can touch and services are activities people do for others* *-Identify how families choose to spend or save their money* *-Identify what needs and wants you have in your family* *-Identify what we gain and what we give up when making economic choices* *-Recognize producers and consumers in a community* *-Identify workers in our community that provide goods and services* *-Define the three types of productive resources: Natural, Human and Capital* *-Explain why people trade for goods and services* *-Explain economic interdependence on others for goods and services* *-Explain how work provides income to purchase goods and services* *-Explain that because of scarcity, people must make choices and incur opportunity costs* *-Know ways in which individuals contribute to the functioning of banks*	**HISTORY** -Describe key events and people who made a difference in the history of our neighborhood and/or Beaverton -Explain how people and events in history are organized in chronological order -Explain how scientists, inventors and leaders from long ago and the recent past made a difference in people's lives

Social Studies Learning Targets

"B"

BSD/ODE

1º/2º

1st TRIMESTER	2ND TRIMESTER	3rd TRIMESTER
CIVICS AND GOVERNMENT *-Recognize the important national symbols and patriotic song of the United States and from other countries.* *-Explain how celebrations and holidays are used to remember and honor events and people in the past.* *-Analyze the purposes for celebrating and remembering events and people in the past* *-Identify and use voting as a way to make decisions in the classroom* *-Explain how rules and laws keep people safe and help people to get along* *-Explain the rights and responsibilities of citizens at home and school* *-Recognize the responsibilities of local government* *-Identify responsibilities of individuals in a community* *-Identify ways people can make a difference in their community*	**GEOGRAPHY** *-Understand how to read a map and globe* *-Identify map symbols and key* *-Identify cardinal directions* *-Locate continents and oceans* *-Locate Beaverton, Portland, Oregon, and the United States on a map and globe* *-Write home address and phone number* *-Draws maps of different places, (i.e. classroom, bedroom) and label* *-Explain how geography affects the way people live* *-Identify how physical environment influences the clothing, food, homes, work, and leisure activities of people both here and in another country*	**GEOGERAPHY** *-Know how to read a map, globe and atlas* *-Identify major geographic features Define and draw simple maps* *-Identify characteristics of urban, suburban and rural communities* *-Compare and contrast urban areas, suburbs and rural areas* *-Explain how the physical environments in other parts of the world are similar and different* *-Identify ways the physical environment influences human activities in communities* *-Explain that modes of transportation and communication are used to move people, good and ideas from place to place*

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Social Studies Learning Targets

TRANSITION 2011-2012

BSD/ODE

2nd/3rd

1st TRIMESTER	2ND TRIMESTER	3rd TRIMESTER
CIVICS AND GOVERNMENT *-Recognize the important national symbols and patriotic*	**GEOGRAPHY** *-Identify the spatial concepts of geography*	**CIVCS AND GOVERNMENT** *-Recognize the responsibilities of local government*

song of the United States and from other countries. *-Explain how celebrations and holidays are used to remember and honor events and people in the past.* **GEOGRAPHY** *-Understand how to read a map and globe* *-Identify map symbols and key* *-Identify cardinal directions* *-Locate continents and oceans* *-Locate Beaverton, Portland, Oregon, and the United States on a map and globe* *-Write home address and phone number* *-Draws maps of different places, (i.e. classroom, bedroom) and label* *-Explain how geography affects the way people live* *-Identify how physical environment influences the clothing, food, homes, work, and leisure activities of people both here and in another country*	*-Draw simple maps of the spatial organization of places featured in stories to examine concepts in distance, location, direction and movement among places* *-Identify how major physical features are represented on maps, globes and other tools* *-Explain how the physical environment affects people's lives*	*-Identify responsibilities of individuals in a community* *-Identify ways people can make a difference in their community* *-Know the branches of a city government and what they do (Portland)* *-Describe the roles of the mayor, city council and community members* *-Identify public services that are provided by large cities/Portland* *-Identify rights/responsibilities (freedoms) that people have in their communities and ways that they can participate* *-Identify and distinguish between local and world issues* *-Identify renowned people who have improved the lives of others and how people can work together to improve their community*

Science Learning Targets

"A"

BSD/ODE

3rd/4th

1st TRIMESTER	2ND TRIMESTER	3rd TRIMESTER
CIVICS AND GOVERNMENT *-Identify the essential ideas and values expressed in national symbols, heroes, and patriotic songs of the US* *-Identify Oregon's state symbols* **HISTORY** *-Identify the Native American groups that live in our local region long ago and now* *-Describe a major urban city and the key people and historical events that shaped its development i.e., Portland*	**HISTORY** *-Describe how life changed for Native American in Oregon over time* *-Explain when and why people migrated to Oregon throughout history* *-Identify key individual and events significantly influenced the early exploration, settlement and history of Oregon* *-Explain the significance of key documents, using primary and secondary sources* **ECONOMICS**	**ECONOMICS** *-Define supply and demand* *-Describe how cities i.e., Portland benefit from domestic and international trade* *-Describe how jobs and industries have changed over time in cities i.e., Portland* *-Identify ways of making money to buy a desired product and what it will cost in time and energy for each option* *-Explain how economic choices involve opportunity costs. Making effective decisions involves costs and the benefits associated with alternative choices*

	-Identify the three types of productive resources: Natural. Human and Capital and how they affect the production of goods and services (Portland) *-Identify how limited resources make economic choice necessary*	*-Explain the difference between needs and wants* *-Understand that prices rise and fall depending on supply and demand* *-Identify the purposes and function of barter and money* *-Identify the ways that people manage money*

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Science Learning Targets

"B"

BSD/ODE

3rd/4th

1st TRIMESTER	2ND TRIMESTER	3rd TRIMESTER
CIVICS AND GOVERNMENT *-Identify the essential ideas and values expressed in national symbols, heroes, and patriotic songs of the US* *-Identify Oregon's state symbols* *-Identify the purpose of rules and laws.* **GEOGRAPHY** *-Identify the spatial concepts of geography* *-Draw simple maps of the spatial organization of places featured in stories to examine concepts in distance, location, direction and movement among places* *-Identify how major physical features are represented on maps, globes and other tools* *-Explain how the physical environment affects people's lives*	**GEOGRAPHY** *-Locate, identify and know the significance of major mountains, rivers and land regions of Oregon* *-Identify the names of the 50 states of the United States and their location relative to other states* *-Locate and identify major landforms, bodies of water, vegetation and climate in regions of the US* *-Explain the patterns of migration and cultural interaction as they relate to Oregon history* *-Give examples of the opportunities and challenges of population fluctuation* *-Identify how the physical environment is altered by human activity* *-Identify how the physical environment creates constraints and opportunities on human activities*	**CIVICS AND GOVERNMENT** *-Know the branches of a city government and what they do (Portland)* *-Describe the roles of the mayor, city council and community members* *-Identify public services that are provided by large cities/Portland* *-Identify rights/responsibilities (freedoms) that people have in their communities and ways that they can participate* *-Identify and distinguish between local and world issues* *-Identify renowned people who have improved the lives of others and how people can work together to improve their community* *-Identify Important services state government provides* *-Explain how state laws in Oregon are made and changed* *-Explain ways individuals and groups influence*

		government *-Become aware of citizen rights and the actions individuals can take to influence state government policy and decision-making* *-Give example of how nations interact, including Native American nations* *-Explain what a treaty is and how it works*

Arco Iris
Spanish Immersion School

Science Learning Targets

TRANSITION 2011-2012

BSD/ODE

4th/5th

1st TRIMESTER	2ND TRIMESTER	3rd TRIMESTER
CIVICS AND GOVERNMENT *-Identify Oregon's state symbols* **HISTORY** *-Describe how life changed for Native American in Oregon over time* *-Explain when and why people migrated to Oregon throughout history* *-Identify key individual and events significantly influenced the early exploration, settlement and history of Oregon* *-Explain the significance of key documents, using primary and secondary sources*	**HISTORY** *-Know the groups living in the Western Hemisphere prior to European exploration.* *-Understand the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key* *-European expeditions and the reasons they chose to explore and colonize the world.* *-Describe the relation of European explorers and settlers with Native Americans.* *-Describe the political, religious, social, and economic institutions that evolved in the colonial era.* *-Explain the cause and effect of events that led to the Declaration of Independence.* *-Understand the course and consequences of events during the American Revolution.* *-Understand the roles of George Washington, Thomas Jefferson and Samuel Adams in the Revolution.* *-Understand how history can be organized using themes, geography, or chronology*	**ECONOMICS** *-Explain how economic choices involve opportunity costs. Making effective decisions involves costs and the benefits associated with alternative choices* *-Explain the difference between needs and wants* *-Understand that prices rise and fall depending on supply and demand* *-Identify the purposes and function of barter and money* *-Identify the ways that people manage money* *-Explain how supply and demand influences price and consumer decisions.* *-Explain how nations interact through trade.* *-Recognize that people earn income by exchanging labor for wages.* *-Explain how banks and credit unions are institutions that serve savers and borrowers*

May 21, 2012

For: Non-SEA Planning, Program Design, and Implementation grant

Dear Secretary Duncan,

I am writing to you in support of Arco Iris Spanish Immersion School in their quest for funds from the Non-SEA Planning, Program Design, and Implementation grant # CFDA 84.282B. Arco Iris is located in the Beaverton School District, the third largest school district in Oregon, and it is our first charter school in the District.

I have had the pleasure of knowing the management team for the last few years and have been impressed with their commitment and follow-through. They have a staff dedicated to ensuring the students are receiving an outstanding education and their curriculum and efforts are showing excellent results. The students at this school ranked among the top in the state testing this spring.

The school focuses on Spanish immersion and has a rigorous academic program. The students learn to become bilingual as well as learn to respect different cultures and backgrounds. The curriculum also has an impressive focus on math and the students have done extremely well in the yearly state tests. These students are becoming college and career ready, and are learning about citizenship as well as being prepared to compete in our increasingly global economy.

This school has been an excellent steward of public funds. They manage their budgets very conservatively and have been able to offer a stellar program in the midst of this economic downturn. All their furniture has been purchased at second-hand stores, they operate without a library, tech lab or music/art room, but the parents, staff, and students are passionate about making this school and its students successful.

It has definitely been a struggle for this school with only receiving 80% of the ADmw per pupil funding, but they are committed to providing an outstanding education for our students. With this planning, program design and implementation grant, it will position the school for growth and stability, ensuring future students have this same incredible option.

Thank you for your consideration of this school in its quest for grant funding.

Sincerely,

[redacted]

LeeAnn Larsen
School Board Chair
Beaverton School District

This petition has collected
448 signatures
using the online tools at iPetitions.com

Printed on 06-03-2012

Support Arco Iris Spanish Immersion School!

Sponsored by: Arco Iris Spanish Immersion School

About the petition

Arco Iris Spanish Immersion School is a small public charter school in Beaverton, Oregon. We are applying for a federal charter school grant - the Non-SEA Planning, Program Design, and Implementation, CFDA 84.282B - and we need your support!

At Arco Iris, our mission is to foster an increased academic ability that includes students becoming bilingual, bi-literate and multi-cultural so that they are fully prepared for college, career and citizenship. Studying a second language increases the student's cognitive flexibility, the ability to mentally shuffle material, significantly improving students' problem solving abilities, and also leads to greater understanding of the world we live in. Our school also uses the Singapore Math curriculum which has helped Singapore students rank #1 globally every year in Math by TIMSS. Our students need every advantage they can get to compete in tomorrow's global economy. Results show that in our first two years of operation, students have met or exceeded state standards in both Reading and Math! Our student scores are among the highest in the state!

This grant will help us to build on our initial success by enabling us to procure textbooks, curriculum, technology equipment for teachers and students, library books, training in PBIS, immersion strategies and Singapore Math for our teachers. We currently have no library, no tech lab, no playgournd or formal music, PE or art classes. We desperately need these funds and if you agree that our students deserve a strong academic foundation, please sign your agreement here in support of our goal to obtain this grant.

Signatures

1. Name: Deonne Knill on Apr 30, 2012
Comments:

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2. Name: Sloan Presidio on Apr 30, 2012
Comments:

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3. Name: Sta on Apr 30, 2012
Comments:

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4. Name: Amy Pritchard on Apr 30, 2012
Comments:

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5. Name: Jenny Aponte Kingsbury on Apr 30, 2012
Comments: Please support this great program! It fills a need within Beaverton, OR

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6. Name: Sarah Timmons on Apr 30, 2012
Comments:

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7. Name: Mary Taylor on Apr 30, 2012
Comments:

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8. Name: Rosa Sangiovanni on Apr 30, 2012
Comments:

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9. Name: Jennifer Scherer on Apr 30, 2012
Comments:

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10. Name: Tearesa Hasselman on Apr 30, 2012
Comments:

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11. Name: Sharon Baartmans on Apr 30, 2012
Comments: I support Arco Iris!

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12. Name: Amy Parra on Apr 30, 2012
Comments: I support Arco Iris

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13. Name: Glenn Segal on Apr 30, 2012
Comments: please support ArcoIris...It is a very important resource for the community of Beaverton with it's substantial Hispanic population

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14. Name: Susie Dube on Apr 30, 2012
Comments:

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15. Name: Sunshine King on Apr 30, 2012
Comments: Our children are our future. We need to start investing in the future.

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16. Name: Mark Sabahi on Apr 30, 2012
Comments:

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17. Name: Anissa Rogers on Apr 30, 2012
Comments:

18. Name: Shellynn Finstad on Apr 30, 2012
Comments: Arco Iris is the type of school that is closing the achievement gap and raising the bar of what's possible – and what should be expected – in public education. From the nurturing environment, to the well-researched curriculum, the quality teachers and happy students, I could not be more impressed with Arco Iris.

19. Name: Lena Ulvi on Apr 30, 2012
Comments:

20. Name: Damarise Davis on Apr 30, 2012
Comments:

21. Name: Anonymous on Apr 30, 2012
Comments:

22. Name: Anonymous on Apr 30, 2012
Comments:

23. Name: Jennifer Erickson on Apr 30, 2012
Comments:

24. Name: Gidget Carrasquillo on Apr 30, 2012
Comments:

25. Name: Perla Sangiovanni on Apr 30, 2012
Comments:

26. Name: Becky Schiefelbein on Apr 30, 2012
Comments:

27. Name: Korey Marquez on Apr 30, 2012
Comments:

28. Name: Arubala Reddy on Apr 30, 2012
Comments: I am in favour to support Arco Iris immersion school getting faderal funding.

29. Name: Megan Prout Coughran on Apr 30, 2012
Comments:

30. Name: John Byrns on Apr 30, 2012
Comments:

31. Name: Cindee Egge on Apr 30, 2012
Comments:

32. Name: Anne Reed on Apr 30, 2012
Comments:

33. Name: Svetlana And Patrick Carney on Apr 30, 2012
Comments:

34. Name: Scott Schiefelbein on Apr 30, 2012
Comments: Our family loves Arco Iris.

35. Name: Billie Goldman on Apr 30, 2012

Comments:

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36. Name: Sariah Bluth on Apr 30, 2012
Comments:

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37. Name: Deborah Choe on Apr 30, 2012
Comments:

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38. Name: Glenda Donato on Apr 30, 2012
Comments:

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39. Name: Monica Petersen on Apr 30, 2012
Comments:

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40. Name: Jim Mullaney on Apr 30, 2012
Comments:

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41. Name: Miranda Summer on Apr 30, 2012
Comments:

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42. Name: Anonymous on Apr 30, 2012
Comments:

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43. Name: Mandy Mock on Apr 30, 2012
Comments:

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44. Name: Amanda Hoffman on Apr 30, 2012
Comments:

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45. Name: Joe And Carmen Marquez on Apr 30, 2012
Comments:

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46. Name: Denise Ptacek on Apr 30, 2012
Comments:

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47. Name: Barbara Gubler on Apr 30, 2012
Comments: A worthwhile venture to support

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48. Name: Rosa Medina on Apr 30, 2012
Comments:

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49. Name: Anonymous on Apr 30, 2012
Comments:

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50. Name: Reiko Williams on Apr 30, 2012
Comments:

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51. Name: Erik Mace on Apr 30, 2012
Comments:

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52. Name: Nika Ecker on Apr 30, 2012
Comments:

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53. Name: Jane Cochran on Apr 30, 2012
Comments:

54. Name: Joy De Armas on Apr 30, 2012
Comments:

55. Name: Joe Marquez on Apr 30, 2012
Comments:

56. Name: Stacie Tew on May 01, 2012
Comments:

57. Name: Stephanie McClain on May 01, 2012
Comments:

58. Name: Polina Perju on May 01, 2012
Comments:

59. Name: Harry Gomez on May 01, 2012
Comments:

60. Name: Tara West on May 01, 2012
Comments:

61. Name: Claudia Strickland on May 01, 2012
Comments:

62. Name: Anonymous on May 01, 2012
Comments:

63. Name: Anonymous on May 01, 2012
Comments:

64. Name: Hsiao Chow on May 01, 2012
Comments:

65. Name: Peter Kilbourne on May 01, 2012
Comments: please support this school

66. Name: Anonymous on May 01, 2012
Comments:

67. Name: Anonymous on May 01, 2012
Comments:

68. Name: Michele Maxwell on May 01, 2012
Comments:

69. Name: Darla Truitt on May 01, 2012
Comments:

70. Name: Patrick Siver on May 01, 2012
Comments:

71. Name: Patricio Maldonado on May 01, 2012
Comments: yes, I will support Arco Iris for their school deveolopment

72. Name: Sabrina Pinkerton on May 01, 2012
Comments: This is an outstanding schoolt is really focusing on our children s education. Thank you

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73. Name: Sabrina Pinkerton on May 01, 2012
Comments: This is an outstanding schoolt is really focusing on our children s education. Thank you

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74. Name: William Redmond on May 01, 2012
Comments:

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75. Name: Paul Turnes on May 01, 2012
Comments: Arco Iris is a great school with wonderful teachers and admin, committed parents and kids that rock! Thank you Arco Iris!

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76. Name: Thomas Fielden on May 01, 2012
Comments:

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77. Name: Sarah Egge Coakley on May 01, 2012
Comments:

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78. Name: Maricel Al-Tufeeli on May 01, 2012
Comments:

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79. Name: Paulina Hernandez on May 01, 2012
Comments:

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80. Name: Norma Egge on May 01, 2012
Comments:

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81. Name: Dina Jones on May 01, 2012
Comments:

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82. Name: Norma L Egge on May 01, 2012
Comments:

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83. Name: Cheryl Hoffbeck on May 01, 2012
Comments: Arco Iris is a tremendous school and a great asset to the Beaverton/Portland area!

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84. Name: Stacey Mueller on May 01, 2012
Comments:

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85. Name: Peter Egge on May 01, 2012
Comments:

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86. Name: Pete Egge on May 01, 2012
Comments:

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87. Name: Diane Avila on May 01, 2012
Comments:

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88. Name: Mike Hoxie on May 01, 2012
Comments: Outstanding school and deserves better support than what is now provided by local and state!

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89. Name: Kaman Minor on May 01, 2012
Comments: Arco Iris is a phenomenal institution. My child has experienced tremendous growth and development.

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90. Name: Araceli on May 01, 2012
Comments:

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91. Name: Miguel on May 01, 2012
Comments:

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92. Name: Giselle Escobar on May 01, 2012
Comments: Please help us accomplish what most schools take for granted. PE classes, music classes, a playground, technology, We are forming our future, one child at the time!

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93. Name: Nick Whited on May 01, 2012
Comments:

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94. Name: Anonymous on May 01, 2012
Comments:

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95. Name: Heather Mesa on May 01, 2012
Comments:

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96. Name: Scott Kissinger on May 01, 2012
Comments: please take a minute and consider our program. the kids are hungry to learn and the staff are absolutely wonderful!

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97. Name: Morey Frank on May 01, 2012
Comments:

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98. Name: Morey Frank on May 01, 2012
Comments:

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99. Name: Maria Coronado on May 01, 2012
Comments: As a trilingual interpreter I see the need for our children to grow up multilingual.

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100. Name: Karen Campbell Mount on May 01, 2012
Comments:

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101. Name: Raminta Rudys on May 01, 2012
Comments:

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102. Name: Gerardo Hernandez on May 01, 2012
Comments: are children our are future.

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103. Name: Angie Blauer on May 01, 2012
Comments:

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104. Name: Alphonso Powell on May 01, 2012
Comments: Great school which has excel in providing a first class learning envirnment.

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105. Name: Kim Kruse on May 01, 2012
Comments:

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106. Name: Patrick Williams on May 01, 2012
Comments:

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107. Name: Raymond L. Avila on May 01, 2012
Comments: my oldest son attends this school, I live in el Paso, tx and I have noticed the the big change in his academics. He has learned so much and has matured tremendously from what he is receiving from this school.

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108. Name: Toby Erkson on May 01, 2012
Comments: My daughter currently attends this school. She is doing so well that we plan on putting our son there as soon as we can.

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109. Name: Memory Bybee on May 01, 2012
Comments:

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110. Name: Michael Bybee on May 01, 2012
Comments:

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111. Name: Kristen Mason on May 01, 2012
Comments:

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112. Name: Anonymous on May 01, 2012
Comments:

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113. Name: Casey Engelmann on May 01, 2012
Comments: I encourage the grant being recieved to help encourage local education.
--thank you

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114. Name: Teriko Moriyasu on May 01, 2012
Comments: Please help support Arco Iris.

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115. Name: Vanessa Bailey on May 01, 2012
Comments: We have been so happy at Arco Iris - it is a fantastic place to be but there is a lot of work left to do as we travel towards becoming a fully formed K- 8th grade school. This grant money is absolutely needed to support our school's growth.

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116. Name: Stephanie Welsh on May 01, 2012
Comments: We support Arco Iris Spanish Immersion school, its mission, and all its accomplishments, and want to see the school do even more.

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117. Name: Yesenia Aguilar on May 01, 2012
Comments:

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118. Name: Amy Knobbs on May 01, 2012
Comments:

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119. Name: Priscilla Betancourt on May 01, 2012
Comments:

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120. Name: Gerardo Hernandez on May 01, 2012
Comments:

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121. Name: Sofia Lopez on May 01, 2012
Comments:

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122. Name: Sofia Lopez on May 01, 2012
Comments:

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123. Name: Sofia Lopez on May 01, 2012
Comments:

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124. Name: Isabel Bourette on May 01, 2012
Comments:

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125. Name: Brandy Renee on May 01, 2012
Comments:

126. Name: Lisa Hansen on May 01, 2012
Comments:

127. Name: Brandy Schwerdt on May 01, 2012
Comments: SUPPORT Julian & Felix's School!!

128. Name: Gregory P Rodrigues on May 01, 2012
Comments:

129. Name: Jamie Hayes on May 01, 2012
Comments: Great School!

130. Name: Kathy Saunders on May 01, 2012
Comments: I fully support this.

131. Name: Wendy Retasket on May 01, 2012
Comments:

132. Name: Wendy Battias Dehmer on May 01, 2012
Comments:

133. Name: Kay Kelly on May 01, 2012
Comments:

134. Name: Jessi Hernandez on May 01, 2012
Comments:

135. Name: Iris Lugo-Williams on May 01, 2012
Comments:

136. Name: Joann Hoffman on May 01, 2012
Comments:

137. Name: Maria Aguilar on May 01, 2012
Comments:

138. Name: Jennifer Lee on May 01, 2012
Comments:

139. Name: Jorge Aguilar on May 01, 2012
Comments:

140. Name: Helen Pak on May 01, 2012
Comments:

141. Name: Zoila Coppiano on May 01, 2012
Comments:

142. Name: Aquileo Aguilar on May 01, 2012
Comments:

143. Name: Matt Coakley on May 01, 2012
Comments:

144. Name: Scott Gilfillan on May 01, 2012
Comments:

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145. Name: Rich Turkisher on May 01, 2012
Comments:

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146. Name: Anonymous on May 01, 2012
Comments: In 20 years, there will be 3 billion more consumers in the middle class outside the United States, Schools like Arco Iris ensure that our children have the ability to compete in this global economy/market.

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147. Name: Diana Lugo Castaneda on May 01, 2012
Comments:

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148. Name: Christy Olson on May 01, 2012
Comments:

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149. Name: Craig Olson on May 01, 2012
Comments:

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150. Name: Carolyn Olson on May 01, 2012
Comments:

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151. Name: Warren Nickerson on May 01, 2012
Comments:

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152. Name: Marsha Chambers on May 01, 2012
Comments:

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153. Name: Leonel Saucedo on May 01, 2012
Comments:

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154. Name: Jessi Aguilar on May 01, 2012
Comments:

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155. Name: Jamie Ryan Lockman on May 01, 2012
Comments: Please know of my support for global-focused education.

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156. Name: Tom Hodges on May 01, 2012
Comments: The Beaverton, Oregon really needs innovative schools with high standards like this one. I support this grant proposal.

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157. Name: Sue Lopez on May 01, 2012
Comments:

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158. Name: Cris Rettler on May 01, 2012
Comments:

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159. Name: Jacqueline Crowell on May 01, 2012
Comments:

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160. Name: Annalee Mollinedo on May 01, 2012
Comments:

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161. Name: Nancy Redmond on May 01, 2012
Comments:

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162. Name: Edward McNair II on May 01, 2012
Comments: Arco Iris is doing a fabulous job! Additional funding would allow them to do even more.

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163. Name: Josh Bancroft on May 01, 2012
Comments:

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164. Name: Ross Stadelman on May 01, 2012
Comments:

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165. Name: Bridget Clough on May 01, 2012
Comments:

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166. Name: Tana Reneau on May 01, 2012
Comments: This elementary school principal fully supports these small charter schools with such incredible missions to provide top notch education to our kids!

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167. Name: Sara Williams on May 01, 2012
Comments: Please help Arco Iris obtain this grant!

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168. Name: Karen Coakley on May 01, 2012
Comments: Good luck securing the grant

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169. Name: Stephen Redmond on May 01, 2012
Comments:

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170. Name: Allie Shirley on May 01, 2012
Comments:

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171. Name: Warren Hill on May 01, 2012
Comments:

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172. Name: Sarah Nieslen on May 01, 2012
Comments:

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173. Name: Jodi Monroy on May 01, 2012
Comments:

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174. Name: Rhonda Rockwell on May 01, 2012
Comments:

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175. Name: Kim Pinto on May 01, 2012
Comments:

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176. Name: Kim Pinto on May 01, 2012
Comments:

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177. Name: Joshua Black on May 01, 2012
Comments:

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178. Name: Sally Battias on May 01, 2012
Comments:

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179. Name: Joanna Flores-Jackson on May 01, 2012
Comments: Being no-cultural and bi-lingual,I think this is a great advantage for children to learn at an early age, especially in this area where majority of jobs require or need bi-lingual employees!

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180. Name: Christina Bliss on May 01, 2012
Comments: I am a parent of an Arco Iris student. This is a wonderful school that really strive to have every student succeed.

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181. Name: Christina Bliss on May 01, 2012
Comments: I am a parent of an Arco Iris student. This is a wonderful school that really strive to have every student succeed.

---

182. Name: Adam Bliss on May 01, 2012
Comments:

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183. Name: Kim Kissinger on May 01, 2012
Comments:

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184. Name: Rebeca Bender on May 01, 2012
Comments:

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185. Name: Alisa Van Frank on May 01, 2012
Comments:

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186. Name: Ely Gutierrez on May 01, 2012
Comments:

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187. Name: Lorraina Martinez on May 01, 2012
Comments:

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188. Name: Reyna Martinez V on May 01, 2012
Comments:

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189. Name: Lisa Betancourt on May 01, 2012
Comments:

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190. Name: Jessica Padilla on May 01, 2012
Comments:

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191. Name: Alicia Geli on May 01, 2012
Comments:

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192. Name: Gene Moreland on May 01, 2012
Comments:

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193. Name: Lana Finley on May 01, 2012
Comments: Bilingual and multicultural education is so important in today's world.

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194. Name: Katie Sheehan on May 01, 2012
Comments:

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195. Name: Anonymous on May 01, 2012
Comments:

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196. Name: Rosa Hemphill on May 01, 2012
Comments:

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197. Name: Delbert Hemphill on May 01, 2012
Comments:

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198. Name: Jessica Betancourt on May 01, 2012

Comments:

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199. Name: Niki Taylo on May 01, 2012
Comments:

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200. Name: Evon Dumesnil on May 01, 2012
Comments:

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201. Name: Francois Dumesnil on May 01, 2012
Comments:

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202. Name: Vanessa Beta Court on May 01, 2012
Comments:

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203. Name: Travis Mongard on May 01, 2012
Comments:

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204. Name: Brenda Betancourt on May 01, 2012
Comments:

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205. Name: Chloe Pacheco on May 01, 2012
Comments:

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206. Name: Laura Calixtro on May 01, 2012
Comments:

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207. Name: Robert Chun on May 01, 2012
Comments:

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208. Name: TracI Willey on May 01, 2012
Comments:

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209. Name: Tom Pinit on May 01, 2012
Comments:

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210. Name: Thomas Hoxie on May 01, 2012
Comments: I strongly support Arco Iris Spanish Immersion School and their efforts to obtain a federal charter school grant.

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211. Name: Erin Stokes on May 01, 2012
Comments:

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212. Name: Shelby Brame on May 01, 2012
Comments:

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213. Name: Susan Casal on May 01, 2012
Comments:

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214. Name: Kim Hubenette on May 01, 2012
Comments:

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215. Name: Paul Schutz on May 01, 2012
Comments:

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216. Name: Fred Hoxie on May 01, 2012
Comments: This school has been a stimulating place for my great nephew; the first Spanish speaking member of our family!

217. Name: Janice Faccio on May 01, 2012
Comments:

218. Name: Robert C Smith on May 01, 2012
Comments:

219. Name: Anonymous on May 01, 2012
Comments:

220. Name: Elizabeth Camarena on May 01, 2012
Comments:

221. Name: Maria Vandenburg on May 01, 2012
Comments:

222. Name: Samira Godil on May 01, 2012
Comments:

223. Name: Missy Hartman on May 01, 2012
Comments:

224. Name: Loretta Alcocer De Salazar on May 01, 2012
Comments:

225. Name: Maya Schaller on May 01, 2012
Comments:

226. Name: Melissa Godlewski on May 01, 2012
Comments: a great school...great diversity ...good for our kids

227. Name: Kevin Dehmer on May 01, 2012
Comments:

228. Name: Sue Ellen on May 01, 2012
Comments:

229. Name: Cynthia Jerde on May 01, 2012
Comments:

230. Name: Amin Mesbah on May 01, 2012
Comments:

231. Name: Farangis on May 01, 2012
Comments:

232. Name: Joy Tovar on May 01, 2012
Comments:

233. Name: Kathryn Athay on May 01, 2012
Comments:

234. Name: Pam Measner on May 01, 2012
Comments:

235. Name: Peggy Lee Alcocer on May 01, 2012
Comments: Wholeheartedly support your efforts to obtain a grant to further the development of this truly innovative type of Charter School...isn't that what Oregon is about? Schools DESERVE grants!!!

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236. Name: Jill P Hoddick on May 01, 2012
Comments:

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237. Name: Andrew Egge on May 02, 2012
Comments:

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238. Name: Robert Knill on May 02, 2012
Comments:

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239. Name: Charlotte Cunningham on May 02, 2012
Comments:

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240. Name: William T. Coakley on May 02, 2012
Comments: I support this petition and I believe this grant will help this next generation of children to reach academic success we need to compete in a global economy. I have visited the school and was impressed by its focused students and staff dedicated to achieving their academic goals.

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241. Name: Priscilla Dickinson on May 02, 2012
Comments:

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242. Name: Michelle Gillespie on May 02, 2012
Comments:

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243. Name: Anonymous on May 02, 2012
Comments:

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244. Name: Kathryn DeArmond on May 02, 2012
Comments:

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245. Name: Belinda on May 02, 2012
Comments:

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246. Name: Kathleen Conrad on May 02, 2012
Comments:

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247. Name: Kathleen Conrad on May 02, 2012
Comments:

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248. Name: Kathi Ohngren Conrad on May 02, 2012
Comments:

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249. Name: Kathi Ohngren Conrad on May 02, 2012
Comments:

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250. Name: Joel Harris on May 02, 2012
Comments:

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251. Name: Anonymous on May 02, 2012
Comments:

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252. Name: John Saltveit on May 02, 2012
Comments:

253. Name: Delsin Ho on May 02, 2012
Comments:

254. Name: Anonymous on May 02, 2012
Comments:

255. Name: Amyanne McCune on May 02, 2012
Comments:

256. Name: Arleen Herbert on May 02, 2012
Comments: I support good education. I hope you get the funds for the thing you need.

257. Name: Maritza Carranza on May 02, 2012
Comments:

258. Name: Deborah Coakley on May 02, 2012
Comments:

259. Name: Lorine Dolin-James on May 02, 2012
Comments: SAVE THE SCHOOL!

260. Name: Kimberly Sills on May 02, 2012
Comments: This school has been great for my kiddos. My 1st grade daughter held a 20 minute conversation with someone the other day all in Spanish! My son is reading Spanish so well. Amazing!!

261. Name: Chuck Eskola on May 02, 2012
Comments:

262. Name: Martha on May 02, 2012
Comments:

263. Name: Juanita Huff on May 02, 2012
Comments:

264. Name: Cynthia Thomas on May 02, 2012
Comments:

265. Name: Douglas Huff on May 02, 2012
Comments:

266. Name: Susanne Sparling on May 02, 2012
Comments: Help this amazing school grow!

267. Name: Aaron Sparling on May 02, 2012
Comments: Support language immersion!

268. Name: Rose Hood on May 02, 2012
Comments: I support Arco Iris Spanish Immersion School!

269. Name: Siobhan Flanigan on May 02, 2012
Comments:

270. Name: Maritza Carranza on May 02, 2012
Comments:

271. Name: Sara Alderman on May 02, 2012
Comments:

272. Name: Mercedes Martinez on May 02, 2012
Comments:

273. Name: Mercedes Martinez on May 02, 2012
Comments:

274. Name: Connie Kulbeck on May 02, 2012
Comments: This is a great school for my grandchildren!

275. Name: Jennifer Lorenz on May 02, 2012
Comments:

276. Name: Juan Garza on May 02, 2012
Comments:

277. Name: Sara Garza on May 02, 2012
Comments:

278. Name: Rob Chambers on May 02, 2012
Comments:

279. Name: Anonymous on May 02, 2012
Comments:

280. Name: Jim Allen on May 02, 2012
Comments:

281. Name: Connie McDowell on May 02, 2012
Comments: great school and programs

282. Name: Anonymous on May 02, 2012
Comments: This school needs this grant! They only receive 80% of public school funding and are in great need!

283. Name: William R Clough on May 02, 2012
Comments:

284. Name: Elizabeth M Clough on May 02, 2012
Comments:

285. Name: Mary Gatlin on May 02, 2012
Comments:

286. Name: Sharon Weatherly on May 02, 2012
Comments: My grandson attends Arco Iris Immersion School, and is excelling. Next year his brother and cousin will be starting kindergarten, and the family would like them to have the same opportunities. Arco Iris is an excellent school, and deserves the grant to continue providing for its students.

287. Name: Steve Taylor on May 02, 2012
Comments:

288. Name: Iris Noack on May 02, 2012

Comments:

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289. Name: Julia Martinez-Santos, MD on May 02, 2012
Comments: I support Arco Iris Spanish Immersion in School.

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290. Name: Betty Clough on May 02, 2012
Comments: We are so pleased our son and daughter-in-law have found Arco Iris Spanish Immersion School for our grandson Everett. It is such a better fit than his kindergarden at another school. He is thriving in the smaller class, and loves math and reading to us in both Spanish and English when we skype from Florida.

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291. Name: James Bland on May 02, 2012
Comments:

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292. Name: Araceli Hernandez on May 02, 2012
Comments:

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293. Name: Douglas Downs on May 02, 2012
Comments:

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294. Name: Dan And Emily Ehrlich on May 03, 2012
Comments: Learning a second language is so important in this global economy; therefore, we support any program that will promote and enhance students capabilties.

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295. Name: Colleen Dehmer on May 03, 2012
Comments:

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296. Name: Margarita Ferrer on May 03, 2012
Comments: Indispensable para enriquecer y fortalecer la cultura

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297. Name: Margarita Ferrer on May 03, 2012
Comments: Indispensable para enriquecer y fortalecer la cultura

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298. Name: Tricia Kennedy Martinez on May 03, 2012
Comments:

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299. Name: Venustiano Olguin on May 03, 2012
Comments: You have my full support in carrying out your petition drive to obtain this grant in order to enhance the tremendous educational service you are providing our community!

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300. Name: Venustiano Olguin on May 03, 2012
Comments:

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301. Name: Mike Kennedy on May 03, 2012
Comments:

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302. Name: Anonymous on May 03, 2012
Comments:

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303. Name: Arleneclaman on May 03, 2012
Comments: Yes

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304. Name: Jack And Barbara Hansen on May 03, 2012
Comments:

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305. Name: Anonymous on May 03, 2012
Comments:

306. Name: Maco on May 03, 2012
Comments:

307. Name: Rhondi Bonilla on May 03, 2012
Comments:

308. Name: Katie Frank on May 03, 2012
Comments:

309. Name: Anonymous on May 03, 2012
Comments:

310. Name: Tonya Hart-Manning on May 03, 2012
Comments:

311. Name: Tess Anderson on May 03, 2012
Comments: With as many languages as we have in the Beaverton School system I think any type of language immersion, esp. Spanish, will be of great value to the community.

312. Name: Francis Arnold on May 03, 2012
Comments:

313. Name: Shannon Wilson on May 03, 2012
Comments:

314. Name: John Broberg on May 03, 2012
Comments:

315. Name: Anonymous on May 03, 2012
Comments:

316. Name: Jackie Brown on May 03, 2012
Comments: My granddaughter has been going to Arco Iris Spanish Immersion school for one year now and I am very impressed with what and how she is learning new skills at this school. I am hoping that she will continue at this school in the future.

317. Name: Lorrie Mazucci on May 03, 2012
Comments:

318. Name: Brenda Dascomb on May 03, 2012
Comments:

319. Name: Jenny Penning on May 03, 2012
Comments:

320. Name: Per Sjoblom on May 03, 2012
Comments:

321. Name: Holly Cooper on May 03, 2012
Comments:

322. Name: Shelby McCarthy on May 03, 2012
Comments: I support charter schools

323. Name: Kristie on May 03, 2012

Comments:

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324. Name: Cristina Nash on May 03, 2012
Comments:

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325. Name: Anonymous on May 03, 2012
Comments:

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326. Name: Jennifer Wilson on May 03, 2012
Comments:

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327. Name: Anonymous on May 03, 2012
Comments: we are failing our kids if we can't find the means to educate them. please consider Arco Iris

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328. Name: Dina Musgrave on May 03, 2012
Comments:

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329. Name: Margie King on May 03, 2012
Comments: Arco Iris is a great school for our grandchildren. Great emphasis on academics.

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330. Name: Joe Forth on May 03, 2012
Comments:

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331. Name: Danen Achten on May 03, 2012
Comments:

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332. Name: ángeles Hernández on May 03, 2012
Comments:

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333. Name: Jim Koch on May 04, 2012
Comments:

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334. Name: Hayley Mecheski on May 04, 2012
Comments: Go for it!

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335. Name: Chelsea Lopez on May 04, 2012
Comments:

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336. Name: Juan Lopez on May 04, 2012
Comments:

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337. Name: Elizabeth Ubiergo on May 04, 2012
Comments: I support foreign language immersion schools!

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338. Name: Cindy Baughman on May 04, 2012
Comments:

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339. Name: Gladys Henrikson on May 04, 2012
Comments:

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340. Name: Eydy Perez on May 04, 2012
Comments:

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341. Name: Mary Jane Redmond on May 04, 2012
Comments:

342. Name: Anonymous on May 04, 2012
Comments:

343. Name: Patrick Peralta on May 04, 2012
Comments:

344. Name: Adrian Gomez-Donato on May 04, 2012
Comments:

345. Name: Harry A Gomez-Donato on May 04, 2012
Comments:

346. Name: Lydia M Cintron on May 04, 2012
Comments:

347. Name: Rafael Donato on May 04, 2012
Comments:

348. Name: Patrick Dixon on May 04, 2012
Comments:

349. Name: Anonymous on May 04, 2012
Comments:

350. Name: Etelinda Mann on May 04, 2012
Comments: wish you luck

351. Name: Cynthia Gonzales on May 04, 2012
Comments: for the kids!!

352. Name: Ginger Price on May 04, 2012
Comments:

353. Name: Jerrod Price on May 04, 2012
Comments:

354. Name: Wendy Armour on May 04, 2012
Comments:

355. Name: Donna Nelson on May 04, 2012
Comments:

356. Name: Rocio on May 04, 2012
Comments:

357. Name: Anonymous on May 04, 2012
Comments:

358. Name: Alli Nelson on May 04, 2012
Comments:

359. Name: Patty Shine on May 04, 2012
Comments: biliteracy is a wonderful thing for our kids, community and country! I feel programs like these help bridge the gap in racism in our country I addition to the benefits to the kids.

360. Name: Rocio on May 04, 2012
Comments:

361. Name: Jerome Garger on May 04, 2012
Comments: This is clearly a school worth nurturing. I give it my highest approval.

362. Name: Michael Bybee on May 04, 2012
Comments:

363. Name: Peter Kelly on May 04, 2012
Comments:

364. Name: Elizabeth Thomas on May 04, 2012
Comments:

365. Name: Vicki Wootten on May 04, 2012
Comments:

366. Name: Alison Davies on May 04, 2012
Comments:

367. Name: Bradie Mayfield on May 04, 2012
Comments: Please support children's education.

368. Name: Alison Elmer on May 04, 2012
Comments:

369. Name: Maria Toscano on May 04, 2012
Comments:

370. Name: Kimberly Perreira on May 05, 2012
Comments:

371. Name: Briana Crow on May 05, 2012
Comments:

372. Name: Steve Thorne on May 05, 2012
Comments: Please help support our public charter school! The teachers and administrators are fantastic and the parents and student-body are terrifically motivated.

373. Name: Ann Rattay on May 05, 2012
Comments: The best parts of a good education and getting better.

374. Name: Amy Richins on May 05, 2012
Comments: This school has amazing potential!

375. Name: Alison Money on May 05, 2012
Comments:

376. Name: Kathleen Powell on May 05, 2012
Comments: This is a wonderful opportunity for kids to learn a new language, at a young age rather than waiting to get to high school.

377. Name: Penina Ongiro on May 05, 2012
Comments:

378. Name: Gene Grand on May 05, 2012
Comments:

379. Name: Carol Price on May 06, 2012
Comments:

380. Name: Andrew Naymyo on May 06, 2012
Comments:

381. Name: Mariana Racines on May 06, 2012
Comments:

382. Name: Timothy Schallich on May 06, 2012
Comments:

383. Name: Anonymous on May 07, 2012
Comments:

384. Name: Barbara Moss on May 07, 2012
Comments: Thank you for aksing me, my grandson loves his school and teachers.To have knowlegable adults on this planet, it starts with the children of earth. To have a well balanced knlowlege in their schools. I'll pass this on

385. Name: Sandra Morrissey on May 07, 2012
Comments:

386. Name: Christina Safford on May 07, 2012
Comments:

387. Name: Tara Hart on May 07, 2012
Comments:

388. Name: Veronica Padilla on May 07, 2012
Comments: Please support

389. Name: Jennifer Stern on May 07, 2012
Comments:

390. Name: Hassen Al-Tufeeli on May 08, 2012
Comments:

391. Name: Nikki Altes on May 08, 2012
Comments:

392. Name: Alexis Flint on May 08, 2012
Comments:

393. Name: Lynn Conti on May 08, 2012
Comments:

394. Name: Christy Jones on May 08, 2012
Comments:

395. Name: Anonymous on May 09, 2012
Comments:

396. Name: Carol Powell on May 09, 2012
Comments:

397. Name: Erika Del Valle on May 10, 2012
Comments:

398. Name: Denise Hahn on May 10, 2012
Comments:

399. Name: Michael Gutierrez on May 10, 2012
Comments: We need help please.

400. Name: Jenifer Nelles on May 10, 2012
Comments:

401. Name: Jennifer Helvie on May 10, 2012
Comments:

402. Name: Verna Kurtz on May 10, 2012
Comments:

403. Name: Alexa Middendorf on May 10, 2012
Comments:

404. Name: Maggie Beeson on May 10, 2012
Comments:

405. Name: Alicia Marie on May 10, 2012
Comments:

406. Name: Vanessa Henerty on May 10, 2012
Comments:

407. Name: Kirstin Pinit on May 10, 2012
Comments:

408. Name: Colleen Haraden-Gorski on May 11, 2012
Comments:

409. Name: Beverly Knill on May 11, 2012
Comments: Hope my vote helps your school. Good Luck!!!

410. Name: Sima Nasseri on May 11, 2012
Comments:

411. Name: Lorraine Libby on May 11, 2012
Comments: Because schools should not have to "beg" for money... please help this charter school.

412. Name: Philip A. Kurtz on May 11, 2012
Comments:

413. Name: Anonymous on May 11, 2012
Comments:

414. Name: Jessica Saunders on May 11, 2012
Comments:

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415. Name: Rita Pipes on May 11, 2012
Comments:

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416. Name: Anonymous on May 11, 2012
Comments:

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417. Name: Pallen Lee on May 11, 2012
Comments:

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418. Name: Priya on May 11, 2012
Comments:

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419. Name: Derianna Mooney on May 11, 2012
Comments: This is an important school with a specific mission to create competent bilingual students.

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420. Name: Harry Wong on May 12, 2012
Comments: I support the good work this school is doing for the community

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421. Name: Todd Watkins on May 13, 2012
Comments:

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422. Name: Shannon Watkins on May 13, 2012
Comments:

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423. Name: Patty Lee on May 13, 2012
Comments: I support the charter school Arco Iris in its education endeavors!

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424. Name: Leslie Young on May 13, 2012
Comments:

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425. Name: Anonymous on May 14, 2012
Comments:

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426. Name: Joseph Welsh on May 14, 2012
Comments: As an employee of a global Fortune 500 company, I believe its in the best interest of our local, state and federal governments to do all we can to facilitate bilingualism, bi-literacy and a student population that is sensitive to and knowledgeable about many cultures. Arco Iris is doing a commendable job of accomplishing this while meeting and exceeding state benchmarks for student performance.

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427. Name: Paula Phares on May 14, 2012
Comments:

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428. Name: Barbara DeKalb on May 14, 2012
Comments: This is a wonderful and very important goal...and I very much support it. It's hard to think of any other one thing that can benefit the student more, as well as hopefuly increasing contributions to the global environment.

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429. Name: Rhonda Brasse on May 14, 2012
Comments:

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430. Name: Chelsy Mast on May 14, 2012
Comments:

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431. Name: Stephanie Colegrove on May 14, 2012

Comments:

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432. Name: Barbara Bowman on May 15, 2012
Comments:

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433. Name: Michelle Estadt on May 15, 2012
Comments:

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434. Name: Michelle Estadt on May 15, 2012
Comments:

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435. Name: Sara Bourne on May 15, 2012
Comments: support!

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436. Name: Shelby Brame on May 15, 2012
Comments:

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437. Name: Tom Rampone on May 16, 2012
Comments:

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438. Name: David Mccaffery on May 17, 2012
Comments:

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439. Name: Christie Cesar on May 17, 2012
Comments:

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440. Name: Maria Xiong on May 17, 2012
Comments:

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441. Name: Yvette Silantiev on May 18, 2012
Comments: This is a wonderful school.

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442. Name: Sheryl Olson on May 18, 2012
Comments:

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443. Name: Anonymous on May 18, 2012
Comments:

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444. Name: Julianne Garza on May 20, 2012
Comments:

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445. Name: Julianne Garza on May 20, 2012
Comments: Our children are in danger of losing a good education through budget cuts. It is our responsibility to ensure our children are prepared for their future. Giving them a good education is a right for all not a privilege for some.

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446. Name: Luz E. M. Villarroel on May 21, 2012
Comments: I support your efforts and commitment, luz

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447. Name: Doug Baughman on May 24, 2012
Comments:

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448. Name: Craig Williams on May 25, 2012
Comments: While we do not currently have a child at Arco Iris, I strongly support charter schools and the initiatives and motivations behind them. We are constantly weighing the plusses and minusses of public education and it is inconceiveable to me to try and argue that charter schools do not have a place in the educational system. Freedom of choice and integration of both the public and private sectors is paramount to the success of many aspects of American life and I would be very oppossed to any political party or

politician who opposses charter school systems.

Congress of the United States
Washington, DC 20510

May 21, 2012

The Office of Arne Duncan, Secretary of Education
United States Department of Education
Department of Education Building
400 Maryland Ave, SW
Washington, DC 20202

Dear Secretary Duncan,

We are writing to express our support for one of our charter schools in Oregon, Arco Iris Spanish Immersion School. They are applying for the Non-SEA Planning, Program Design, and Implementation grant focused on assisting the start-up of charter schools (CFDA 84.282B).

For the past two years this school has a program that has encouraged students to become bi-lingual and bi-literate. Arco Iris Spanish Immersion School works to foster a multi-cultural perspective to help students prepare for college, world citizenship and a more productive career. The school challenges students to become world class thinkers and enables its pupils to engage problems and create solutions with the benefit of fluency in multiple languages. Their grant application is seeking financial assistance to help provide educational materials, relevant technological equipment, library books and recreational equipment for its students as well as provide comprehensive training and curricula support for its teachers.

Thank you for your full and fair review of Arco Iris Spanish Immersion School's grant application. Should you have any questions about this application, please do not hesitate to contact John Valley in Senator Merkley's Portland office at 503-326-3395, or Brian Plinski in Representative Bonamici's office at 503-326-2901.

Sincerely,

Jeff Merkley
United States Senator

Suzanne Bonamici
United States Representative

Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** Budget Narrative_Arco Iris_FINAL.pdf

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

Tracking Number:GRANT11152525 Funding Opportunity Number:ED-GRANTS-041312-001 Received Date:2012-06-06T13:59:54-04:00

Budget Narrative
Arco Iris Spanish Immersion School

Arco Iris is requesting $193,700 for one year to support 4 main categories for completing our implementation, plus travel funds. This will complete the third year of our start-up work and put us in position to be a financially stable and viable entity. The categories where we need support are Equipment, Supplies, Training, Contractual, and Travel. The amounts for each category in our Budget Request are shown here.

Budget Request	
Equipment	$91,000
Supplies	$46,500
Training	$15,500
Contractual	$35,700
Travel	$5,000
Total	$193,700

Equipment

The core of our grant request will be to support our equipment needs. The biggest need is for laptops for our teachers and students. Teachers need these to develop and save their lesson plans; to develop their schedules so they can efficiently move from class to class and subject to subject; to communicate with staff and parents, and to manage student reporting requirements. Students have technology learning targets that we cannot meet yet due to lack of equipment. We need approximately 30 laptops to hold 1 technology class, then 20 more to have laptops in each classroom for research work and some laptops for staff and teachers. We have found some students do not have access to computers at home so this is their only opportunity to gain some experience with computers. As an immersion school, we want to develop relationships with a sister school in Mexico and will use laptops to skype and email to build our Spanish language fluency skills.

Equipment	
50 laptops	$40,000
Apple iPads	$20,000
Tables/desks	$8,000
6 Elmo's	$5,400
Copier	$5,000
Cabinets	$4,000
Gym equip	$2,500
7 whiteboards	$2,100
SRS/Clickers	$2,000
Musical instruments	$1,000
cubbies	$1,000
Total	$91,000

We also wish to equip the Learning Resource Center with iPads to tap into Apple's extensive array of educational apps and interactive textbooks. iPads would enable teachers to use iTunes U to create and distribute course material using audio, video and books. They could also possibly replace the need for textbooks in the future. We also need to purchase tables and desks for our students for our classrooms as well as for our future Learning Resource Center.

Our teachers currently have white boards to use but they are not able to save any work on it and it causes them to have their back to the students. Our plan is to purchase Elmo digital document cameras that will enable teachers to face the students while teaching a subject. They will be able to easily show students how to do math problems, write appropriate sentence structure, show documents from books, and be much more productive and effective with their teaching time.

The next big item we'd like to purchase is printer/copiers for our staff. Right now we only have one printer to support all of the volunteers, our admin, Principal and teachers. Anytime our staff or the Principal needs to print documents, especially confidential ones, we have to request the volunteers to step out while the confidential information is printed. Our classrooms are spread

out between 2 floors, located around a big common area so if anyone needs classroom material copied or printed, it's a long way to go to the printer and uses up valuable class time. We would therefore like to be able to have one printer/copier in each classroom to minimize classroom disruptions. We would also like our Principal and Administrative Manager to have their own separate printer/copier so they can print confidential material without worrying that a parent will see it.

We would also like to bring some innovation and efficiency to our classrooms through the use of a student response system (SRS)/clickers. Teachers can quickly gauge the level of understanding of a classroom using clickers. It actively engages students during the entire class period and turns the class from a lecture mode to an interactive one, providing prompt feedback to teachers.

The remaining equipment we would like to purchase includes some cabinets to store classroom supplies; gym equipment since we have no playground; magnetic mobile white boards; musical instruments; and cubbies for the students to keep personal items in. The mobile magnet white boards we are requesting are needed for our Spanish Language Arts where we use Symtalk to teach. Symtalk is magnetic symbol cards that students can easily move around on the magnetic white board so they can see and say the sentences they are creating. And having the boards be mobile makes it easier to relocate them when we need to re-arrange our tight student learning space.

Supplies

Our next largest budget item is for supplies. We have no library right now so we have very few books for the students to read. We plan to create a Learning Resource Center that will house our laptops and library and provide a student-centered learning area. Since we are a Spanish immersion school, we need books in both English as well as Spanish. We also need to procure our middle school textbooks as our school grows to become a K-8 school. Our textbook line item covers this as well as Spanish/English dictionaries for students as we do not have those yet.

Supplies	
Books	$25,000
Textbooks	$12,000
Science kits	$5,000
Math manipulatives	$2,500
drama supplies	$2,000
Total	$46,500

Within this supply line item, we also need to purchase science kits, math manipulatives and drama/cultural supplies. The science kits are aligned with specific learning targets and provide good hands-on inquiry projects for students. The math manipulatives are needed to help student thinks about math concretely. Once they have a concept down, then they can move to more abstract learning. The drama/cultural supplies will help us get an annual cultural performance established. The funds for this will purchase curricula for learning about different Spanish speaking countries and their cultures, and costumes for putting on an annual school performance. We believe our students are better equipped to deal with international cultures when they have some familiarity, understanding and respect for it.

Contractual Needs

The core of our contractual needs is to develop our middle school and kindergarten program. We currently offer 1st – 5th grades and as we grow into a K-8 school, we need to hire someone to develop the curriculum, learning targets, lesson plans and activities that are needed to support these additional grades. Once this is completed, we will be

Contractual	
Develop curriculum	$15,000
Gym teacher	$7,200
SM Train-the-trainer	$5,000

self-sustaining but we are stretched then now and need to hire someone to work on this to complete this final step for us.

Spanish translations	$3,000
music teacher	$3,000
Immersion train-the-trainer	$2,500
Total	$35,700

We also have funds in this category to support train-the-trainers for gym, Singapore Math, music and immersion training. Once we've developed the skills in-house and documented it, then we will become self-reliant to continue doing these activities on our own in the future. We also need Spanish translations done. Our website, brochure and flyers need to be translated into Spanish so that we provide equal access to those most interested in our school.

Training

For training, our biggest need is for instructing our teachers in how to teach Singapore Math with fidelity. One of the most important and unique features of Singapore Math is its emphasis on math word problems, not just teaching a student to add, subtract, multiply and divide. Singapore Math enables students to apply their math skills to real life situations. Teachers need training on the Singapore-style math word problems that challenge students to think creatively and critically in math problem solving.

Training Stipends	
Singapore Math	$5,000
Immersion	$4,000
1st Aid/CPR	$4,000
Blending training	$2,000
charter conf	$500
Total	$15,500

As an immersion school, our teachers also need immersion training. The Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota offers many training opportunities that we would like to take advantage of but we are also hoping to find some local courses to take. This will help with developing our network of contacts from other immersion schools so we can share tips and advice.

We also need funds for training on First Aid/CPR; how to instruct blended classrooms, and to attend the annual charter conference where we can meet and connect with other charter school developers. Because our school is small, we are not financially able to have separate grade level classes, but instead utilize blended classrooms (1st/2nd graders; 3rd/4th graders; 5/6th graders, etc). This is beneficial in an immersion setting and with a rigorous math curriculum where students can work up or down to their own level without having to change classrooms, but it does mean the teachers need extra training on how to ensure differentiation occurs for each student. We focus on ensuring that each student is taught at the level and pace that's right to keep them challenged. A blended classroom means teachers will need strategies for identifying students at different levels and knowledge on how to keep them challenged when others around them may be working at different levels.

Travel

Our request for travel funds is small. The Project Directors meeting cost will cover the cost of our director flying to DC to take part in the required grant funding training. And then we have travel funds set for flying a staff member to Minnesota for the CARLA immersion training.

Travel	
Project Directors Mtg	$3,000
Immersion trng	$2,000
Total	$5,000

Summary

The Arco Iris team serves as good stewards of the public and private funds it receives. Our fiscal responsibility to our staff, families, and taxpayers, not to mention the State of Oregon and Beaverton School District is why we operate with such care. When the Oregon Department of Education notified us last August that they would not be funding the Implementation Phase II part of our grant, our school board immediately responded with re-balancing our budget. We did not have to increase classroom sizes (mainly due to the fact our classroom sizes are small and we cannot fit additional students in them) but it did mean we had to cut out the training, curriculum development and purchase of equipment and textbooks that had been planned.

Our PTO and parents stepped up by raising $50,000 that directly supported our school operating budget. We are confident that their skills and perseverance in this area will enable us to sustain special projects for our school after this initial start-up phase is complete so that we will become a sustainable financial entity.

To support operating in a fiscally appropriate manner, we contract with a licensed bookkeeper, True Blue Accounting, who has significant experience working with other charter schools in all areas of financial management including the State of Oregon chart of accounts, PERS, payroll, and systems management. They also provide service to several other charter schools so we feel fortunate to learn from them on how to manage our accounts. We have retained a municipal auditer, Pauly Rogers, to provide third party review of our financial stewardship.

We are grateful for the opportunity to apply for this grant and sincerely hope to be one of the recipients so that we can continue to flourish and grow the great opportunities we are providing for our students.

Survey on Ensuring Equal Opportunity For Applicants

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

Purpose:

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

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

Instructions for Submitting the Survey

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

Applicant's (Organization) Name: Arco Iris Spanish Immersion Charter School

Applicant's DUNS Name: 9605263120000

Federal Program: Office of Innovation and Improvement (OII): Charter Schools Program (CSP): CSP Gran

CFDA Number: 84.282

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

   ☐ **Yes** ☒ **No**

2. Is the applicant a faith-based organization?

   ☐ **Yes** ☒ **No**

3. Is the applicant a secular organization?

   ☐ **Yes** ☒ **No**

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

   ☒ **Yes** ☐ **No**

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

   ☐ **Yes** ☒ **No**

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

   ☐ **3 or Fewer** ☐ **15-50**

   ☐ **4-5** ☐ **51-100**

   ☒ **6-14** ☐ **over 100**

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

   ☐ **Less Than $150,000**

   ☐ **$150,000 - $299,999**

   ☐ **$300,000 - $499,999**

   ☒ **$500,000 - $999,999**

   ☐ **$1,000,000 - $4,999,999**

   ☐ **$5,000,000 or more**

Survey Instructions on Ensuring Equal Opportunity for Applicants

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

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

1. Self-explanatory.

2. Self-identify.

3. Self-identify.

4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.

5. Self-explanatory.

6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.

7. Annual budget means the amount of money your organization spends each year on all of its activities.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1890-0014.** The time required to complete this information collection is estimated to average five (5) minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

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

Tracking Number:GRANT11152525 Funding Opportunity Number:ED-GRANTS-041312-001 Received Date:2012-06-06T13:59:54-04:00

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

OMB Number: 1894-0008
Expiration Date: 02/28/2011

Name of Institution/Organization

Arco Iris Spanish Immersion Charter School

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	5,000.00					5,000.00
4. Equipment	91,000.00					91,000.00
5. Supplies	46,500.00					46,500.00
6. Contractual	35,700.00					35,700.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	178,200.00					178,200.00
10. Indirect Costs*						
11. Training Stipends	15,500.00					15,500.00
12. Total Costs (lines 9-11)	193,700.00					193,700.00

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	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.	
Arco Iris Spanish Immersion Charter School		

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)

ED Form No. 524

Tracking Number:GRANT11152525 Funding Opportunity Number:ED-GRANTS-041312-001 Received Date:2012-06-06T13:59:54-04:00

Arco Iris Spanish Immersion School

MANAGEMENT TEAM

GOALS

- **Establish all managing policies, regulations, and procedures that ensure all students are meeting our educational goals and are supervised in safe environment that meets the approved curricula and mission of the school.**

Function and Responsibilities

1. **Approve the curriculum (academic program) and any change to it.**
2. **Design the tools to measure the institutional outcomes.**
3. **Develop the code of behavior for students and parents, staff and faculty.**
4. **Ensure that school complies with local, state and federal requirements.**
5. **Develop marketing plan to attract new students.**
6. **Approve staff and professional development programs that match school and individual goals to improve performance; model continuous professional improvement.**
7. **Prepare schedule, assign staff, set job performance standards and evaluate staff.**
8. **Generate public support for the school's program and education in general.**
9. **Establish high academic and behavior standards for all students and staff.**
10. **Create effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school, including instructional programs, extracurricular activities, discipline systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures. Ensures compliance with all laws, board policies and civil regulations.**
11. **Establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the philosophy, mission, values and goals of the school.**
12. **Prioritize and approve the procedures for evaluation and selection of instructional materials and equipment.**
13. **Notify immediately the Board and appropriate personnel and agencies when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or students appearing to be under the influence of alcohol or controlled substances.**
14. **Keep the staff informed and seek ideas for the improvement of the school: weekly meetings for full-time staff, monthly staff meetings.**

15. **Design the appropriate tools to maintain an effective inventory system for all school supplies, materials and equipment.**
16. **Establish procedures that create and maintain attractive, organized, functional, healthy, clean, and safe facilities, with proper attention to the visual, acoustic and temperature.**
17. **Establish the procedures to look after the health, safety, and welfare of students, employees and visitors.**
18. **Develop clearly understood procedures and provide regular drills for emergencies and disasters.**
19. **Approve a master schedule and the effective ways to be posted for all school members.**
20. **Establish the schedules and procedures for the supervision of students in non-classroom areas (including before and after school).**
21. **Establish protocols for an efficient communication and relationship with parents, seeking their support and advice, so as to create a cooperative relationship to support the student in the school.**
22. **Establish and design the ways for reporting student progress (assessment systems)**
23. **Establish the guide lines to provide and supervise a safe recreation and play period for the students.**
24. **Develop an efficient communication with the Board regularly about the needs, successes and general operation of the school.**
25. **Establish procedures for the safe storing and integrity of all public and confidential school records.**
26. **Establish the procedures to protect confidentiality of records and information gained as part of exercising professional duties and use of discretion in sharing such information within legal confines.**
27. **Organize and supervise procedures for identifying and addressing to the Board and District within required time frames special needs of students including health-related concerns, special education, physical and emotional needs.**
28. **Establish the guidelines according to the school district policies for the exclusion from school of any pupil who shows departure from normal health, who has been exposed to a communicable disease, or whose presence may be detrimental to the health and cleanliness of other pupils, and establish the procedures to assure that excluded pupil's parents or guardians are apprised of the reasons for exclusion.**
29. **Attend required committee meetings (fund-raising, curriculum, etc) and extra sponsored functions and events).**
30. **Perform any duties that are within the scope of employment and certifications, as assigned by the Board and not otherwise prohibited by law or in conflict with contract.**